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ILLINOIS  
STATE NORMAL UNIVERSITY  
NORMAL, ILL.  
A STATE COLLEGE FOR TEACHERS



# The Normal School Quarterly

Containing the Seventy-Second

## ANNUAL CATALOG

With Announcements for 1930-31



SERIES 27 :: NUMBER 115

APRIL, 1930.



PUBLISHT IN JULY, OCTOBER, JANUARY  
AND APRIL, EACH YEAR

Whenever two spellings of a word are authorized by the New International or the New Standard Dictionary, it is the practice of the State Normal University to use in its publications the shorter form.



STATE OF ILLINOIS  
NORMAL SCHOOL BOARD

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MICHAEL F. WALSH, Springfield

*Ex-Officio Member and Chairman*

FRANCIS G. BLAIR, Springfield

*Ex-Officio Member and Secretary*

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FRANK M. HEWITT, Carbondale

NOAH M. MASON, Oglesby

EDGAR B. STILL, DeKalb

MRS. M. K. NORTHAM, Evanston

CHARLES E. McMORRIS, Marshall

ALBERT E. BAILEY, Macomb

MRS. G. W. T. REYNOLDS, East St. Louis

ERNEST E. COLE, Chicago

MISS HARRIET A. McINTYRE, Mendota

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Under the provisions of the Civil Administrative Code the five state normal schools of Illinois are governed by a single board consisting of eleven members, viz., the Director of Registration and Education, who is ex-officio chairman of the Normal School Board, the Superintendent of Public Instruction, who is ex-officio its secretary, and nine members appointed by the Governor for terms of six years.

## CALENDAR FOR 1930-31

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The school year of forty-eight weeks is divided into three terms of twelve weeks each, and two summer half-terms of six weeks each. A mid-spring half term of six weeks runs parallel to the last half of the spring term.

Registration in each term begins on the preceding Saturday.

### SUMMER SESSION, 1930

Saturday, June 14—Registration First Summer Half-term begins.

Monday, June 16—First Summer Half-term begins.

Saturday, July 26—Registration Second Summer Half-term begins.

Saturday, August 30 (noon)—Second Summer Half-term ends.

### FALL TERM, 1930

Wednesday, September 10—Opening of Elementary Training School.

Saturday, September 13—Registration Fall Term begins, College and High-school Departments.

Friday, October 10—Annual Home Coming.

Friday, December 5—Fall Term ends.

### WINTER TERM, 1930-31

Monday, December 8—Winter Term begins.

Saturday, December 20—Recess of two weeks.

Monday, January 5—Winter Term resumes.

Friday, January 23—Theta Alpha Phi—Jester Play.

Wednesday, February 18—Founders' Day Celebration.

Saturday, February 28—Annual Contest in Oratory.

Friday, March 13—End of Winter Term.

### SPRING TERM, 1931

Monday, March 16—Spring Term begins.

Thursday, March 26—Freshman-Junior Class Play.

Saturday, March 28—Easter vacation ten days.

Tuesday, April 7—Spring Term resumes.

Saturday, May 2—Registration Mid-Spring Half-term.

Tuesday, June 9—Sofomore-Senior Class Play.

Wednesday, June 10—Alumni Reunion.

Thursday, June 11—Annual Commencement Exercises.

### SUMMER SESSION, 1931

Saturday, June 13—Registration First Summer Half-term begins.

Saturday, July 25—Registration Second Summer Half-term begins.

Wednesday, September 2—Second Summer Half-term ends (noon).

Monday, September 14—Fall Term begins; College and High School.

# FACULTY

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## DAVID FELMLEY .....President

Education: A. B., Univ. of Michigan; LL. D., Univ. of Illinois; L. H. D., Blackburn Univ.

Experience: Rural Schools; Principal High School and Superintendent, Carrollton; Professor of Mathematics, I. S. N. U., 1890-1900; President, 1900—

## †HARRY A. BROWN .....President

Education: A. B., Bates College, 1903; Ed. D., 1925; A. B., University of Colorado, 1907; A. M., 1923; Ed. D., Miami University, 1925.

Experience: 1899-1902, Teacher in Rural Schools, State of Maine; 1903-1904, Supervising Principal of Schools, Liberty, Maine; 1904-1905, District Superintendent of Schools, Salem, New Hampshire; 1907-1909, Superintendent of Schools, Glasgow, Montana; 1909-1913, District Superintendent of Schools, Colebrook, New Hampshire; 1912, Summer Session, Instructor in psychology and education, State Normal School, Plymouth, New Hampshire; 1913-1917, Assistant State Superintendent and Director of Educational Research, State Department of Public Instruction, New Hampshire; 1916, Summer Session, Instructor in Education, State Normal School, Keene, New Hampshire; 1921, Summer Session, Associate Professor of Education, University of Chicago; 1917-1920, President of State Teachers College, Oshkosh, Wisconsin.

## HERMAN HENRY SCHROEDER .....Dean and Professor of Education

Education: Ph. B., Cornell College; A. M., Univ. of Chicago; Graduate Student, Columbia Univ. (Teachers College), 6 weeks; Univ. of Chicago, 6 weeks.

Experience: Rural Schools, Iowa; Principal of Schools, Keystone, Holstein and Lansing, Iowa; Professor of German, and Assistant in Psychology, State Normal School, Whitewater, Wis.; Professor of Psychology and Pedagogy, State Normal School, Whitewater, Wis.; Professor of Education, I. S. N. U., 1913—

## MANFRED JAMES HOLMES .....Professor of Education

Education: Graduate, State Normal School, Winona, Minn.; B. L., Cornell Univ.; Graduate Student, Univ. of Chicago, 6 weeks.

Experience: Teacher and Principal Public Schools; Teacher of History, Social Science and Education, State Normal School, Winona, Minn.; Teacher of History (summer) Univ. of Minnesota; and Professor of Education, I. S. N. U., 1897—

## WILLIAM ANDREW LAWRENCE BEYER .....Professor of Political Science

Education: Student, Ohio Northern Univ.; A. B., A. M., Ohio State Univ.; Additional Graduate study, Columbia Univ., 36 weeks and Univ. of Chicago, 12 weeks.

Experience: Elementary Schools of Ohio; High School, Bloomington; Fellowship, Ohio State Univ.; Instructor in History, I. S. N. U., 1909 Professor of Political Science, I. S. N. U., 1912—

## ROBERT GUY BUZZARD .....Professor of Geography

Education: Graduate, Illinois State Normal Univ.; S. B., and S. M., Univ. of Chicago; Ph. D., Clark Univ.

Experience: Rural Schools, Lawrence County, Illinois; Instructor in Geography and Mathematics, Harvard School for Boys, Chicago; Head Department of Geography, Northern Illinois State Teachers College, DeKalb; Professor of Geography, I. S. N. U., 1922—

## J. ROSE COLBY .....Professor of Literature

Education: A. B., A. M., Ph. D., Univ. of Michigan; Student, Radcliffe College.

Experience: Teacher of Algebra, High School, Ann Arbor, Mich.; Latin and Greek, High School, Flint, Mich.; Literature and Rhetoric, High School, Peoria; Preceptress and Professor of Literature, I. S. N. U., 1892-1909; Professor of Literature, 1909—

## HOWARD WILLIAM ADAMS .....Professor of Chemistry

Education: B. S., Iowa State College; S. M., Univ. of Chicago.

Experience: Rural Schools, Iowa; Teacher, Nora Springs Seminary; Teacher High Schools, Freeport and Elgin; Teacher and Professor of Chemistry, I. S. N. U., 1909—

\*Deceast.

†Beginning July 1, 1930.

- HARVEY ANDREW PETERSON**.....Professor of Psychology  
 Education: A. B., Ph. D., Univ. of Chicago; A. M., Harvard Univ.  
 Experience: Principal Public Schools, St. Louis, Mo.; Professor of Psychology, Peabody College, Nashville, Tenn.; Professor of Psychology, I. S. N. U., 1909—
- ADNAH CLIFTON NEWELL**.....Director of Manual Arts  
 Education: R. S., Univ. of Michigan; Student, Bay View Univ., 12 Weeks; Student Teachers College, Columbia Univ., 11 weeks; Student, Bradley Institute, Peoria, 4 weeks; Cummings Art Academy, Des Moines, Ia., 18 weeks.  
 Experience: Teacher, Manual Training, Pueblo, Colo.; Teacher of Manual Training and Supervisor of same, Des Moines, Ia.; Teacher of Manual Training, Highland Park Normal School, Des Moines; Lecturer on Manual Arts, Univ. of Iowa (summers); Director of Manual Arts, I. S. N. U., 1910—
- FRANK WILLIAM WESTHOFF**.....Associate Professor of Music  
 Education: Studied Piano and voice with Private Teachers.  
 Experience: Private Teacher, six years; Public School Music, Decatur; Teacher and Associate Professor of Music, I. S. N. U., 1901—
- ARTHUR ROWLAND WILLIAMS**.....Associate Professor of Commercial Branches  
 Education: Student, Univ. of Michigan, one year; A. B., Kenyon College; Graduate Student, Univ. of Chicago, 1 quarter.  
 Experience: Instructor and Adjutant St. John's Military Academy, Delafield, Wis.; Teacher and Vice-Principal Deerfield-Shields High School, Highland Park; Director of Commerce and Associate Professor of Accounting, I. S. N. U., 1914—
- RALPH HARLAN LINKINS**.....Associate Professor of Biology and Dean of Men  
 Education: A. B., Illinois College; A. M., Univ. of Illinois; Graduate Student Univ. of Illinois, 3 years.  
 Experience: Graduate Assistant Zoology, Univ. of Illinois; Instructor in Zoology, I. S. N. U.; Associate Professor of Biological Science, I. S. N. U., 1920—
- CHARLES ERNEST DECKER**.....Associate Professor of Education  
 Education: Graduate, Nova Scotia Normal College; A. B., Aurora College; A. M., Univ. of Wisconsin; Additional study at Univ. of Wisconsin, 24 weeks, and New York Univ., 26 weeks.  
 Experience: Graded Schools of Nova Scotia; Teacher of Mathematics, Aurora College; Superintendent of Buda, Walnut, and Wethersfield Schools; Assistant Professor of Education, I. S. N. U., 1925—  
 (Absent on leave)
- GEORGE MERIT PALMER**.....Associate Professor of English  
 Education: Graduate, Illinois State Normal Univ.; A. B. and A. M., Univ. of Illinois; Graduate Student, Univ. of Illinois, 2 years.  
 Experience: Supt. of Schools, Averyville, Illinois, Milaca, Minn.; Teacher of English, Philippine Islands; Asst. Professor of English, Univ. of Montana; Hed Dept. of English and Literature, Superior State Normal School, Superior, Wis.; Hedding College, Abingdon, Illinois, Centenary College, Shreveport, La.; Associate Professor of English, I. S. N. U., 1924—
- FRED S. SORRENSEN**.....Associate Professor of Speech  
 Education: Graduate, Junior College, Central State Teachers College, Mt. Pleasant, Mich.; A. B., Mt. Morris College, Ill.; B. E., M. E., Columbia College of Expression, Chicago; A. M., Ph. D., University of Michigan; School of Education, University of Chicago, 6 weeks; Harvard University, 6 weeks; Teachers College, Columbia University, 12 weeks.  
 Experience: Teacher and Principal, Public Schools in Michigan and Washington; Instructor, Mt. Morris College; Professor, Midland College, Atchison, Kan.; Associate Professor of Public Speaking, I. S. N. U., 1920—
- CLIFFORD NEWTON MILLS**.....Professor of Mathematics  
 Education: B. S., Franklin College; M. A., Indiana Univ.; Graduate Student, 2 additional years, Indiana University and Univ. of Mich.  
 Experience: Rural Schools, Indiana; Teacher of Mathematics, Franklin High School, Indiana; Professor of Mathematics, Highland College, Kansas; Instructor and Assistant Professor, South Dakota State College, Brookings; Professor of Mathematics, Heidelberg Univ., Tiffin, Ohio; Professor of Mathematics, State Normal College, Aberdeen, South Dakota; Professor of Mathematics, I. S. N. U., 1925—



**GEORGE HENRY BRINEGAR**.....Associate Professor of Education  
 Education: B. A., Iowa State Teachers College; M. A., State Univ. of Iowa; A. M., Columbia Univ. (Teachers College).  
 Experience: Rural Schools, Iowa; Principal and Superintendent of Schools, Luverne, Iowa; Superintendent, Bloomfield and Albia, Iowa; Instructor, Iowa State Teachers College; Associate Professor of Education, I. S. N. U., 1923—

**CLYDE W. HUDELSON**.....Associate Professor of Agriculture and Director of the University Farm  
 Education: Student, Illinois State Normal Univ.; Student, Colorado State Agricultural College; B. S., M. S., Univ. of Illinois; Graduate, Western Illinois State Teachers College.  
 Experience: Undergraduate and Graduate Assistant, Univ. of Illinois; Assistant Professor in Agriculture and Biology, Western Illinois State Teachers College; Professor of Agriculture, I. S. N. U., 1920—1929; Associate Professor of Agriculture and Director of the University Farm, 1929—

**CHARLES ATHIEL HARPER**.....Associate Professor of History and Sociology  
 Education: Graduate, Southern Illinois State Normal Univ.; B. S., A. M., Univ. of Illinois.  
 Experience: Principal, High School, Anna; Superintendent, Anna; Superintendent, Morrisonville; Assistant, Univ. of Illinois; Associate Professor of History and Sociology, I. S. N. U., 1923—

**LINDER W. HACKER**.....Associate Professor of Rural Education  
 Education: B. Ed., Illinois State Normal Univ.; A. M., Univ. of Iowa. Graduate Student, Univ. of Iowa, 2 weeks.  
 Experience: Rural Schools; Principal, Durand Public Schools; Superintendent, Colfax Public School, Sheffield Consolidated School, and Bureau Township Schools; Associate Professor of Rural Education, I. S. N. U., 1925—

**CLIFFORD E. HORTON**.....Director of Physical Education  
 Education: Student, Ohio Wesleyan Univ.; Summer School of Physical Education, Estes Park, Colo.; B. P. E., Springfield College; A. M., Clark Univ.  
 Experience: Physical Director, Y. M. C. A., Spokane, Wash.; Physical Director, Y. M. C. A., Michigan City, Indiana; Physical Director, Y. M. C. A., Mittineague, Mass.; Student Instructor in Physical Education, Springfield College, Springfield, Mass.; Director of Playgrounds, Hamilton, Ontario (Canada); Instructor in Physical Education, Ohio Wesleyan University, Delaware, Ohio; Director of Physical Education Public Schools, San Luis Obispo, California; Supervisor of Playgrounds, Gardener, Mass.; Instructor in Physical Education and Coach of Baseball and Soccer, Clark Univ., Worcester, Mass.; Director of Physical Education for Men, I. S. N. U., 1923—

**OLIVE LILLIAN BARTON**.....Associate Professor of Social Psychology and Dean of Women  
 Education: Graduate Illinois State Normal Univ.; A. B., Univ. of Illinois; Graduate Student, Univ. of Chicago, 54 weeks.  
 Experience: Rural Schools, Illinois; Elementary Schools, Normal and Bloomington; Principal, High School, Lexington and Pittsfield; Teacher, High School, Mt. Vernon; Critic Teacher, I. S. N. U. 1906-07; Dean of Women and Associate Professor of Mathematics, 1911-24; Dean of Women and Associate Professor of Social Psychology, 1924—

**JESSIE EULALIA RAMBO**.....Associate Professor of Home Economics  
 Education: Graduate, Illinois State Normal Univ.; A. B., Univ. of Illinois; A. M., Columbia Univ.  
 Experience: Rural and Graded Schools of Illinois; Principal High School, Wenona; Instructor in Foods, Girls' Industrial Home, Delaware, Ohio; Director of Home Economics, New Mexico Normal Univ., Las Vegas, N. M.; Professor of Home Economics, West Texas State Teachers College, Canyon, Texas; Assistant Professor of Home Economics I. S. N. U., 1922-1923; Associate Professor of Home Economics, I. S. N. U., 1923—

**CLARENCE LEROY CROSS**.....Associate Professor of Physics  
 Education: B. S., Kansas State Teachers College; M. S., Iowa Univ.; Graduate Student, Cornell Univ., Ithaca, N. Y., 6 weeks.  
 Experience: Rural Schools; Physics Laboratory Assistant, Kansas State Teachers College; Hed of Science Department and Teacher of Physics and Chemistry, Atchison High School; Graduate Assistant in Physics, Univ. of Iowa; Associate Professor of Physics, I. S. N. U., 1925—

- JOHN A. KINNEMAN**.....Associate Professor of Sociology  
 Education: Graduate Pennsylvania Normal School; A. B., Dickinson College; A. M., University of Pennsylvania; Additional Graduate work at the Univ. of Pennsylvania, 24 weeks; University of Chicago, 12 weeks.  
 Experience: High Schools, Pennsylvania; Department of History and Social Science, State Normal School, West Chester, Pennsylvania, 1921-27; Department of Social Science, State Normal School, Bellingham, Washington, summers of 1924 and 1926; Assistant Professor of History, I. S. N. U., 1927-29; Associate Professor of Sociology, 1929—
- ERNEST M. R. LAMKEY**.....Associate Professor of Botany  
 Education: A. B., A. M., Ph. D., University of Illinois.  
 Experience: Assistant in Botany, University of Illinois; Fellow in Botany, University of Illinois; Floricultural Pathologist, University of Illinois Agricultural Experiment Station; Hed of the Department of Plant physiology, University of Delaware and Delaware Agricultural Experiment Station; Research Pathologist, National Lead Co.; Consultant, Biological Investigations and Industrial Operations; Assistant Professor of Botany, I. S. N. U., 1927—1929; Associate Professor of Botany, I. S. N. U., 1929—
- RACHEL MERRILL COOPER, M. D.**.....Helth Adviser  
 Education: M. D., University of Illinois, College of Medicine; Graduate student Women's and Children's Hospital, Chicago, 52 weeks; Graduate student New York Post Graduate School, New York, 4 weeks; Graduate student Washington University Medical School, St. Louis, Missouri, 4 weeks; Cook County Hospital, 4 weeks.  
 Experience: General Practis, Danville, Illinois, Aurora, Nebraska; Helth Adviser, I. S. N. U., 1927—
- CONSTANTINE FRITIOFF MALMBERG**.....Associate Professor of Psychology and Education  
 Education: A. B., Bethany College; Graduate Student, Columbia University, 1906-07; Yale University, 1907-08, Fellow Department of Psychology, State University of Iowa, 1911-13; Ph. D., 1914.  
 Experience: Rural Schools, Grade Schools, Superintendent High School; Hed Department of Psychology and Education, Thiel College, Greenville, Pa.; First Lieut., U. S. Army, (Psychological Examining Board, Camp Meade, Md.) U. S. Government Servis, (Vocational Advisor and Educational Director, U. S. Veterans Bureau); Hed Department of Psychology, State Teachers College Aberdeen, South Dakota; Professor of Psychology, Gettysburg College, Gettysburg, Pa.; Associate Professor Psychology, I. S. N. U., 1928—
- CLARENCE ORR**.....Assistant Professor, Extension Department  
 Education: A. B. and A. M., University of Illinois; Graduate Student, University of Iowa.  
 Experience: Principal High Schools, Virden, Catlin, Villa Grove, Winchester, Ill.; Social Science Teacher, East High School, Aurora, Ill.; Superintendent of Schools, Venice, Ill.; Assistant Professor, Extension Classes, I. S. N. U., 1929—
- CLIFFORD WALTER MOORE**.....Assistant Professor of Economics Extension Department  
 Education: Graduate I. S. N. U., 1915; B. Ed., 1922; M. A., University of Illinois, 1924; Graduate Student University of Illinois, 62 weeks.  
 Experience: Principal of High School, Stanford, 1915-23; Assistant in Economics, University of Illinois, 1923-26; Teacher of Economics, I. S. N. U., summers, 1925 and 1926; Professor of Economics, Hastings College, Hastings, Nebraska, 1926-27; Associate Professor of Economics, I. S. N. U., 1928—
- RUSSELL LOWELL PACKARD**.....Associate Professor of Education  
 Education: Diploma, I. S. N. U.; B. S. in Ed., A. B., Kent State College; M. A., University of Akron; Graduate Student, one additional year, University of Cincinnati.  
 Experience: High School Teacher, Hed of Department, and Principal, Illinois and Ohio, ten years; Professor of Education, Kent State College, summers 1923-1926; Principal of Americanization (Night School) Kent, Ohio, two years; Instructor of Education, University of Cincinnati, 1928-1929 and summer of 1929; Associate Professor of Education, I. S. N. U., 1929-1930 and summer of 1930.
- EDITH IRENE ATKIN**.....Assistant Professor of Mathematics  
 Education: Graduate, State Normal School, Ypsilanti, Mich.; A. B., Univ. of Michigan; Student Univ. of Chicago; A. M., Teachers College, Columbia Univ.; Student Columbia Univ. 6 weeks.  
 Experience: Teacher, Mathematics, High School, Elgin, Ill., Petoskey, Mich., and Traverse City, Mich.; Instructor in Mathematics, Normal School, Springfield, S. D.; Assistant Professor of Mathematics, I. S. N. U., 1909; Head of Fell Hall, I. S. N. U., 1920-1921; Assistant Professor of Mathematics, 1929—

- THOMAS JESSE LANCASTER**.....Assistant Professor of Education  
 Education: Graduate, Illinois State Normal Univ.; B. E., Illinois State Normal Univ.; A. M., Univ. of Chicago; Graduate Student Univ. of Chicago, 6 weeks.  
 Experience: Rural Schools, Illinois; Principal High School, Melvin, Donovan and Washburn; Principal of Training School, I. S. N. U., 1919-1928; Assistant Professor of Education, 1929—
- MRS. JOHN LOSSEN PRICER**.....Assistant Professor of English  
 Education: B. S., Vanderbilt Univ.; Ph. M., Univ. of Chicago.  
 Experience: Nicholasville, Ky., 1905-06; Abingdon, Va., 1906-09; Chicago Latin School, 1910-11; Instructor in Grammar, I. S. N. U., 1911-15; 1921-28; Assistant Professor of English, 1928—
- JOHN EUGENE FRALEY**.....Assistant Professor of Nature Study  
 Education: Northern Illinois State Teachers College; B. Ed., Illinois State Normal University; University of Michigan, 8 weeks.  
 Experience: Rural Schools, Illinois; Kishwaukee Consolidated School; Superintendent, Seward and Pecatonica, Illinois; Ranger-Naturalist, Yellowstone National Park; Assistant Professor of Nature Study, I. S. N. U., 1929—
- LEON SHELDON SMITH**.....Assistant Professor of Physics and Chemistry  
 Education: A. B., Albion College; M. A., Univ. of Michigan; Student Sorbonne Univ., Paris, 18 weeks; Univ. of Michigan, 8 weeks; University of Iowa, 5 weeks.  
 Experience: Science Teacher, Biwabik, Minnesota High School; Principal, Wakefield, Mich.; Physics and Chemistry Teacher, Mishawaka, Ind.; Physics Instructor, Univ. of Michigan; Assistant Professor of Physics and Chemistry, I. S. N. U., 1925—
- BERTHA MAY ROYCE**.....Assistant Professor of Biology  
 Education: Student Northwestern College; B. A., Wellesley College; M. A., Columbia Univ.; Graduate Student, Univ. of Wisconsin and Univ. of Michigan.  
 Experience: Teacher of Science and Mathematics, Hankinson, North Dakota; Teacher of Biology in High School, La Salle, Illinois; Instructor in Biology, I. S. N. U., 1925-1929; Assistant Professor of Biology, 1929—
- DOROTHY M. GARRETT**.....Assistant Professor of History  
 Education: B. Ed. Illinois State Normal Univ.; A. M., Teachers College, Columbia Univ.; Graduate Student, Columbia, 6 weeks.  
 Experience: Rural School Vermilion County; Teacher of History and Latin, Raymond High School; Teacher of History, Social Motive School, New York City; Supervisor, Social Science, Lincoln Training School, Michigan State Normal College; Assistant Professor of History, I. S. N. U., 1925—
- BLAINE BOICOURT**.....Assistant Professor of Music  
 Education: Graduate, Southern Illinois State Normal Univ.; Student, Cincinnati Conservatory of Music and Northwestern Univ. School of Music.  
 Experience: Grade Schools, Golconda, Illinois; Supervisor of Music, Harrisburg, Illinois; Teacher of Music, S. I. S. N. U., Carbondale, Ill.; Assistant Professor of Music, I. S. N. U., 1926—
- ANNA M. BLAKE**.....Assistant Professor of Physiology  
 Education: Graduate, Illinois State Normal Univ.; B. S., Univ. of Chicago; Graduate Student, Univ. of Chicago, 12 weeks.  
 Experience: Elementary and Rural Schools, Illinois; Teacher in High School, Lincoln, Ill.; Teacher of Physiology, I. S. N. U., 1915—
- JOSEPH COGDAL**.....Assistant Professor of Athletics  
 Education: B. A., James Millikin University; Student, Univ. of Ill. and Northwestern University.  
 Experience: Coach of Track and Basketball, U. S. N.; Coach at J. M. U., Winchester Community High School, Blue Mound, Community H. S., Assumption Township H. S.; Director of Athletics and Physical Education, Findlay College, Ohio; Athletic Coach and Assistant in Physical Education for Men, I. S. N. U., 1927—
- RALPH W. FOGLER**.....Assistant Professor of Chemistry  
 Education: B. S., M. S. in Chemistry, University of Illinois; Additional Graduate Work, Univ. of Illinois, 63 weeks.  
 Experience: Community High School, Wood River, Illinois; Instructor in Chemistry, I. S. N. U., 1927-1929; Assistant Professor of Chemistry, 1929—



‡ALVA WILLIAM DRAGOO.....Assistant Professor of Manual Training  
 Education: B. E., Illinois State Normal Univ.; Student, Eastern Ill. State Normal School; Student, Univ. of Wisconsin; one year, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.  
 Experience: Rural Schools, Douglas Co.; Prin. Fairland and Camargo High Schools; Superintendent, Public Schools, Arthur; Instructor in Manual Training, I. S. N. U., 1919-29; Assistant Professor of Manual Training, 1930—

CHESTER MALCOLM HAMMERLUND.....Assistant Professor of Industrial Arts

Education: Graduate I. S. N. U.; B. S., University of Illinois; Graduate student University of Illinois, 8 weeks.  
 Experience: Rural Schools, Ford County; High School Teacher, Auburn, Ill., Paris, Ill., Kankakee, Ill.; Assistant Professor of Industrial Arts, I. S. N. U., 1929-30.

KENYON S. FLETCHER.....Assistant Professor of Industrial Arts

Education: B. S., in Industrial Arts, the Stout Institute; Student Dunwoody Institute, 10 weeks.  
 Experience: Teacher of Printing, Grades, seven years; High School, Charleston, West Virginia, three years; Instructor in Industrial Arts, I. S. N. U., 1929—

RICHARD G. BROWNE.....Assistant Professor of Social Science

Education: Graduate, Southern Illinois State Normal University; A. B., A. M., University of Illinois; Graduate Student University of Illinois, 27 weeks; University of Chicago, 6 weeks.  
 Experience: High School, Marion and Chicago Heights; Assistant Professor of Social Science, I. S. N. U., 1928—

HARRY FRANKLIN ADMIRE.....Assistant Professor of Accounting

Education: Student, Valparaiso Univ.; Brown's Business College, Terre Haute, Indiana.  
 Experience: Supervisor of Stenography, Brown's Business College, Terre Haute, Indiana, and Bloomington, Illinois; Instructor in Typewriting, I. S. N. U., 1923-1926; Assistant Professor of Accounting, 1926—

MARY ELIZABETH BUELL.....Assistant Professor of Home Economics

Education: Ph. B., Univ. of Chicago; A. M., Columbia Univ.  
 Experience: Home Economics in High School and Grades, Algona, Oelwein, Ia.; Technical High School, Omaha, Neb.; Roosevelt High School, Des Moines, Ia.; Assistant Professor of Home Economics, I. S. N. U., 1926—

MARGARET MURRAY BARTO.....Assistant Professor of Physical Education

Education: A. B., University of Illinois; A. M., Columbia University; Graduate Student, Columbia University, 6 weeks; University of Wisconsin, 18 weeks.  
 Experience: Director of Physical Education, Stephens College, Columbia, Mo.; Instructor of Physical Education, University of Illinois; Director of Physical Education, University of Kansas; Assistant Professor of Physical Education I. S. N. U., 1928.

ARTHUR JAMES HOLLOWELL.....Assistant Professor of Chemistry

Education: Student, Indiana Univ.; B. S., Earlham College, Richmond, Ind.; Graduate Student, Purdue Univ., 46 weeks.  
 Experience: Assistant in Chemistry, Purdue Univ.; Teacher of Chemistry, Lane Technical High School; Instructor in Chemistry, I. S. N. U., 1923-1929; Assistant Professor of Chemistry, 1929—

MABEL P. CROMPTON.....Assistant Professor of Geography

Education: B. Ed., Illinois State Normal Univ.; M. S., Univ. of Chicago; Graduate Student, Univ. of Chicago, 12 weeks.  
 Experience: Teacher of Geography, Lincoln Departmental School, Rock Island, Illinois; Teacher of Geography, Knapp Junior High School, Racine, Wis.; Instructor in Geography, I. S. N. U., 1924-29; Assistant Professor of Geography, 1929—

ROBERT WILLIAM RUCKER.....Assistant Professor of Geography

Education: B. Ed., Illinois State Normal University; M. A., Clark University, Worcester, Mass.  
 Experience: Rural Schools; Principal Grade School, Cornell; Assistant Professor of Geography, I. S. N. U., 1928-30.

ANNETTA BELLE COOPER.....Assistant Professor of Home Economics

Education: B. E., Ill. State Normal Univ.; Student, Univ. of Illinois, 36 weeks; Student, Stout Institute, 6 weeks; Student, Columbia Univ., 6 weeks.  
 Experience: Public Schools at Greenvew and Normal; Instructor in Household Arts, I. S. N. U., 1911-29; Assistant Professor of Home Economics, 1929—



MARION CAMPBELL ALLEN.....Assistant Professor of Art Education

Education: B. A. E., Art Institute, Chicago; Educational work University of Chicago; Graduate Academy of Fine Arts, Chicago; General Art, Pratt Institute, Brooklyn, New York, 36 weeks.

Experience: Supervisor of Art, Ft. Madison, Iowa; Supervisor of Art, Kendallville, Indiana; Instructor in Art, State Teachers College, Indiana, Pennsylvania; Instructor in Art, I. S. N. U., 1927-29; Assistant Professor of Art Education, 1929—

ELINOR BERTHA FLAGG.....Assistant Professor of Mathematics

Education: Graduate, Eastern Illinois State Teachers College; B. S., M. S., Univ. of Illinois.

Experience: High School Teacher, Edwardsville, Illinois; Hed of Fell Hall, I. S. N. U., 1925-29; Instructor in Mathematics, I. S. N. U., 1925-1926; Assistant Professor of Mathematics, I. S. N. U., 1926—

AGNES FRASER RICE.....Assistant Professor of Language Arts  
Education

Education: Graduate State Teachers College, Mankato, Minnesota; Ph. B., University of Chicago; Year Graduate Study, University of Chicago.

Experience: Rural Schools, Iowa; Graded Schools, Minnesota, Michigan, Illinois, Iowa; Primary Supervisor, Perry, Iowa; Critic in Teaching; Director Teacher Training Center, Iowa State Teachers College, Cedar Falls, Iowa; Instructor in Kindergarten-Primary Education, Summer Sessions, Iowa State Teachers College, University of Tennessee, George Peabody College for Teachers, University of Chicago; Instructor in Kindergarten-Primary Education, I. S. N. U., 1927—

KATHERINE E. CARVER.....Assistant Professor of Latin

Education: Graduate, Valparaiso, Ind. High School; A. B., Cornell Univ.; A. M., Univ. of Chicago; Graduate Student, Univ. of Chicago, 18 weeks.

Experience: Teacher of Latin, Valparaiso Univ., Valparaiso, Ind.; Instructor in Latin, I. S. N. U., 1922-29; Assistant Professor of Latin, 1929—

MARGERY ALICE ELLIS.....Assistant Professor of French

Education: Ph. B., M. A., University of Chicago; Certificat d'Etudes francaises, Sorbonne, University of Paris, 36 weeks; Student, Ecole normale d'institutrices, Saint-Germain-en-Layne, France, 36 weeks; Student, Alliance francaise, Paris, 12 weeks; Diploma, Institut de Phonetique, University of Paris, 1929.

Experience: High School, Valparaiso, Indiana; University of Chicago High School, Chicago; Shaker Heights High School, Shaker Heights, Ohio; Instructor in French, I. S. N. U., 1927-29; Assistant Professor of French, 1929—

JENNIE ALMA WHITTEN.....Assistant Professor of Spanish and Hed of  
Fell Hall

Education: Graduate Northern Illinois State Teachers College; A. B., A. M., University of Illinois; Study and Travel in Europe fifteen months.

Experience: German and Mathematics, John Swaney Consolidated High School; Sixth Grade, Highland Park, Illinois; French and Spanish, High School, Champaign, Illinois; Instructor in French and Spanish, I. S. N. U., 1919-22; French and Spanish, J. Sterling Morton High School, Cicero, Illinois; Instructor in French, I. S. N. U., 1924-27; Supervisor of French, North Carolina College for Women, Greensboro, North Carolina, 1927-29; Assistant Professor of Spanish, I. S. N. U., 1929—

BLANCHE McAVOY.....Assistant Professor of Biology

Education: B. A., Univ. of Cincinnati; Graduate Student, Ohio State Univ., 54 weeks; Columbia Univ., 6 weeks; Univ. of Cincinnati, 6 weeks; and Univ. of Chicago, 60 weeks; M. A., Ohio State Univ.

Experience: Graded Schools and High School near Cincinnati, Ohio; Teaching Fellow, Ohio State Univ.; Assistant Professor of Botany, State Normal School, Muncie, Ind.; Instructor in Biology and Nature Study, I. S. N. U., 1926-29; Assistant Professor of Biology, 1929—

ELMER WARREN CAVINS.....Instructor in Orthograpy and Penmanship

Education: Graduate I. S. N. U.; Student, Ill. Wesleyan Univ.; and Univ. of Chicago. Teacher of Orthograpy and Penmanship, I. S. N. U., 1897—

- ESTHER VINSON**.....Assistant Professor of English  
Education: A. B., E. S., University of Missouri; A. M., University of Missouri; Graduate Student, University of Iowa, 6 weeks; University of Chicago, 6 weeks.  
Experience: Grade schools, Webb City, Mo.; High School, Cape Girardeau, Mo.; Instructor in English, State Teachers College, Maryville, Mo., (summer); State Teachers College, Springfield, Mo.; Instructor in English, I. S. N. U., 1926-29; Assistant Professor of English, I. S. N. U., 1929-1930.
- DOROTHY HINMAN**.....Instructor in English  
Education: A. B., Univ. of Wisconsin; A. M., Columbia Univ.; Graduate Student, Columbia Univ., 6 weeks; Student Oxford Univ., Eng., 4 weeks.  
Experience: High School Teacher of English, Kingston, Illinois; Instructor in English, I. S. N. U., 1925—
- HELEN M. BRYANT**.....Instructor in Art  
Education: Graduate Western State College of Colorado; B. A. E., Art Institute of Chicago.  
Experience: Supervisor of Art in the grades, and Instructor of Art, High School, Nogales, Arizona; Saturday School, Art Institute, Chicago; Director of Art, Albion State Normal School, Albion, Ohio; Instructor in Art, I. S. N. U., 1927-1930.
- CLARISSA ELIZABETH ELA**.....Instructor in Art  
Education: Graduate, I. S. N. U.; Graduate, Mass. State Normal Art School; Student, Harvard Univ., and Columbia Univ.; Art Institute, Chicago, Ill.  
Experience: Instructor in Art, I. S. N. U., 1888—
- ELEANOR FRANCES HATFIELD**.....Instructor in Biology  
Education: B. S., Illinois Wesleyan University; M. S., University of Illinois.  
Experience: Rural Schools, Illinois; Principal and High-School Teacher, Salisbury, Illinois; Instructor in Biology, I. S. N. U., 1927—
- MARGUERITE REGINA CONNELL**.....Instructor in Latin and English  
Education: B. E., I. S. N. U.; M. A., University of Illinois; Graduate work, University of Illinois, 18 weeks.  
Experience: Rural School, Bunker Hill; High School, Gillespie; Community High School, Wood River; Instructor in Latin and English, I. S. N. U., 1928—
- A. MARGUERITE FIELD**.....Instructor in Physical Education  
Education: B. S., University of Wisconsin; Graduate Student, Columbia Univ., 6 weeks.  
Experience: High School, Marinette, Wisconsin; Instructor in Physical Education, I. S. N. U., 1927—
- ALTA J. DAY**.....Instructor in Shorthand  
Education: A. B., Lawrence College; Graduate of Gregg School, Chicago; Graduate work, University of California, 6 weeks.  
Experience: Science and History in High Schools of Michigan and Wisconsin; Principal High School, Grafton, N. D.; Shorthand and Typewriting in High School, Lead, S. D., Madison, S. D., Harrisburg, and Alton, Ill.; Instructor of Shorthand, I. S. N. U., 1928—
- HELEN IRENE JOHNSON**.....Instructor in Typewriting  
Education: Graduate Illinois State Normal Univ.  
Experience: Teacher of Shorthand and Typewriting, Charleston, Ill., 1924-25; Instructor in Typewriting, I. S. N. U., 1926—
- NEVA McDAVITT**.....Instructor in Nature Study  
Education: B. E., Illinois State Normal University; A. M., Clark University.  
Experience: Rural School, Illinois; Consolidated School, Idaho; Geography in High School, Wyandotte, Michigan; Instructor in Nature Study, I. S. N. U., 1929—
- JANE CHURCH**.....High School Training Teacher  
Education: B. E., Illinois State Normal University.  
Experience: Commercial Teacher in High School, Milledgeville, Ill.; High School Teacher of Typewriting and Offis Training, Bloomington, Ill.; High School Training Teacher in Commerce, I. S. N. U., 1929—
- JUANITA ANNE BROWN**.....Instructor in Physical Education  
Education: B. A., University of Illinois.  
Experience: High and Grade Schools, Monticello, Illinois; Instructor in Physical Education, I. S. N. U., 1929—

- EMMA LAKIN**.....Instructor in Physical Education  
 Education: B. S., University of Wisconsin.  
 Experience: Public Schools, Evanston, Illinois; Instructor in Physical Education for Women, I. S. N. U., 1929—
- MAUD ALMA HARNISH**.....Instructor in Art  
 Education: B. A. E., Art Institute, Chicago.  
 Experience: Instructor in Art, High School, Mooseheart, Illinois; Instructor in Art, I. S. N. U., 1929-30.
- NORMA ALBRIGHT**.....Instructor in Clothing  
 Education: B. E., Illinois State Normal University; University of Wisconsin, 42 weeks; University of Chicago, 12 weeks.  
 Experience: High School Instructor, Geneseo, Ill.; Galesburg, Ill.; Lincoln, Ill.; Instructor in Clothing, I. S. N. U., 1929-30.
- MABEL CLARE ALLEN**.....Instructor in Dramatic Art  
 Education: A. B., Bradley College; A. M., Northwestern University School of Speech.  
 Experience: High School, Dunlap, Illinois; Instructor in Dramatic Art, I. S. N. U., 1929—
- HELEN AGNES LAWLER**.....Instructor in Music  
 Education: Student, Bradley College, 1 year; Student, DePauw University 2 years; Bachelor of Music in Education, University of Michigan School of Music.  
 Experience: Instructor in Music, I. S. N. U., 1929-30.
- HARRIETT JOSEPHINE BERNINGER**.....Director of Home Study Department  
 Education: Graduate of Indiana State Normal, Terre Haute, Indiana; A. B., A. M., University of Illinois; Graduate Student, 1 year, University of Illinois.  
 Experience: Rural, Graded, and High Schools, Indiana and Illinois; Principal, High School, Mt. Carmel, Ill.; Graduate Assistant in Education, University of Illinois; Principal Preparatory School, Blackburn College, Carlinville, Ill.; Superintendent Consolidated Schools, Wabash Co., Ill.; Teacher Community High School, Lincoln, Ill.; Director Home Study Department, I. S. N. U., 1929—
- EDNA MAE GUEFFROY**.....Instructor in Home Study Department  
 Education: B. E., Illinois State Normal Univ.; M. A., Clark University.  
 Experience: Teacher and Assistant Principal, Bloomington City Schools; High School, Cuba, Illinois; Instructor in Geography, I. S. N. U.; Instructor in Home Study Department, I. S. N. U., 1929-30.
- BERTHA NOEL**.....Instructor in Home Study Department  
 Education: Graduate Kirksville, Missouri State Normal School; B. S. and M. A., University of Idaho; Graduate Student, University of Chicago, 6 weeks.  
 Experience: Rural Schools, Graded Schools, Missouri, Colorado, Wyoming, Idaho; County Superintendent of Schools, and Grade Principal, Idaho; High School Teacher, Social Sciences, Idaho, Missouri; Instructor in Home Study Department, I. S. N. U., 1929—
- RUTH HENLINE**.....Instructor in English  
 Education: A. B., Illinois Wesleyan Univ., B. E., Illinois State Normal Univ.  
 Experience: High School Teacher, Long Point, Ill., Instructor in English, I. S. N. U., 1926—
- GRACE R. SHEA**.....Instructor in Health Education and School Nurse  
 Education: Normal School Graduate, Nebraska Wesleyan University, University Place, Nebraska; R. N., Dr. Benjamin F. Bailey Sanatorium, Lincoln, Nebraska.  
 Experience: Elementary and Rural Schools, Nebraska; Supervisor of Nurses, St. Mary's Hospital, San Francisco, California; Instructor of Nurses, Dr. Benj. F. Bailey Sanatorium, Lincoln, Nebraska; School Nurse, I. S. N. U., 1927—

## THE TRAINING DEPARTMENT

- EDWIN ARTHUR TURNER**.....Director of Practis Teaching  
 Education: Graduate, Indiana Normal School; A. B., Indiana Univ.; A. M., Columbia Univ.  
 Experience: Rural Schools, Indiana; Village Schools and High Schools of Indiana; Superintendent, Connersville, Ind.; Director of Practis Teaching, I. S. N. U., 1908—
- RALPH W. PRINGLE**.....Principal of High School  
 Education: B. S., M. S., St. Lawrence Univ.; A. B., Harvard Univ.; Graduate Student Harvard Univ., 1 year.  
 Experience: Superintendent of Schools, Oregon City, Ore.; Superintendent of Schools, Brodhead, Wis.; Prin. High School, Appleton, Wis.; Prin., Lyons Township High School, LaGrange; Prin. of High School, I. S. N. U., 1913—
- THOMAS MORSE BARGER**.....High School Training Teacher (Science)  
 Education: Graduate, Illinois State Normal Univ.; A. B., Univ. of Illinois; Graduate Student, Univ. of Illinois, 18 weeks.  
 Experience: Grades and Rural Schools, Illinois; Superintendent of Schools and High School Prin., Illinois; Science, High School, Cicero; Training Teacher in High School, I. S. N. U., 1913—
- ALICE MARY HAMILTON**.....High School Training Teacher (English)  
 Education: B. S., Ill. Wesleyan Univ.; B. E., Ill. State Normal Univ., A. M., Columbia Univ.  
 Experience: High Schools, Melvin, Milford; Graded Schools, Bloomington; Graded Schools and High Schools, Okmulgee, Okla.; High School Training Teacher, I. S. N. U., 1917—
- ETHEL GERTRUDE STEPHENS**.....High School Training Teacher (History)  
 Education: Graduate, Illinois State Normal Univ.; A. B., Univ. of Illinois; A. M., Columbia Univ.; Graduate Student, Univ. of Illinois, 9 weeks.  
 Experience: Graded Schools, Murphysboro; High School Teacher, Pittsfield, and El Paso; Principal of High School, Petersburg and Griggsville; High School Training Teacher, I. S. N. U., 1919—
- THOMAS J. DOUGLAS**.....Instructor in Agriculture and High School Athletics  
 Education: B. S., University of Illinois; Graduate Student University of Illinois, 46 weeks.  
 Experience: High School, Fulton; Instructor in Agriculture and High School Athletics, High School, I. S. N. U., 1928—
- CHRISTIAN EDWARD HARPSTER**.....Principal of Training School  
 Education: B. E., I. S. N. U.  
 Experience: Rural Schools, Richland County; Departmental grades, Olney; Principal of Training School, I. S. N. U., 1928—
- ERMA FRANCES IMBODEN**.....Training Teacher, Seventh Grade  
 Education: Graduate, Illinois State Normal Univ.; Ph. B., Univ. of Chicago.  
 Experience: Rural Schools, Illinois; Elementary Schools at Mazon and Decatur, Illinois; Elementary Schools, Salmon, Idaho; Critic Teacher, Seventh Grade, I. S. N. U.; Acting Dean of Women I. S. N. U., 1923-24; Training Teacher, Seventh Grade, 1924—
- LORA MARY DEXHEIMER**.....Training Teacher, Sixth Grade  
 Education: Graduate, State Normal School, Madison, S. D.; Student, Univ. of Minnesota, Univ. of Chicago, and Columbia Univ.  
 Experience: Rural and Graded Schools, South Dakota and Illinois; Critic Teacher, Model Schools, Teachers College, Kirksville, Mo.; Training Teacher, Sixth Grade, I. S. N. U., 1910—
- CHRISTINE AUGUSTA THOENE**.....Training Teacher, Fifth Grade  
 Education: B. A., Iowa State Teachers College; A. M., Teachers College, Columbia Univ.; Graduate Student, Univ. of Chicago, 12 weeks.  
 Experience: Grade Teacher, Dubuque, Iowa; Training Teacher, State Normal College, Oshkosh, Wis.; Iowa State Teachers College, Cedar Falls, Ia.; State Teachers College, Whitewater, Wis.; State Teachers College, DeKalb, Ill.; Fifth Grade, I. S. N. U., 1918-1924, 1925—



- JESSIE MAY DILLON**.....Training Teacher, Fourth Grade  
Education: Graduate, Illinois State Normal Univ.; Student, Univ. of Chicago.  
Experience: Rural Schools, Illinois; Graded Schools of Chicago and Calumet, Mich.; Training School, Winona State Normal; City Training School, Saginaw, Mich.; Training Teacher, Fourth Grade, I. S. N. U., 1900—
- LURA MARY EYESTONE**.....Training Teacher, Third Grade  
Education: Graduate, Illinois State Normal Univ.; B. S., Columbia Univ.; Student, Univ. of Chicago, 12 weeks.  
Experience: Rural School and Graded Schools, Normal Training Teacher, First Grade, I. S. N. U., 1901-1906; Training Teacher, Second Grade, 1907-1920; Public School's, Bisbee, Ariz., 1920-1921; Training Teacher, Third Grade, I. S. N. U., 1921—
- IRENE F. ROYCE**.....Training Teacher, Second Grade  
Education: B. A., University of Illinois; B. E., Eastern Illinois State Teachers College; Student University of Chicago, 10 weeks.  
Experience: Graded Schools of Illinois; Training Teacher, Second Grade, I. S. N. U., 1929—
- ANNIE WEZETTE HAYDEN**.....Training Teacher, First Grade  
Education: Graduate, Southern Illinois State Normal Univ.; Ph. B., Univ. of Chicago.  
Experience: Graded Schools of Illinois; City Teachers Training School, Springfield; Training Teacher, First Grade, I. S. N. U., 1921—
- MARGARET E. LEE**.....Director of the Kindergarten Department  
Education: Training School for Kindergartners, Bangor, Me.; Graduate Chicago Teachers College; Student, Univ. of Chicago; Student, Univ. of California; Student, Columbia Univ.  
Experience: Elementary Schools, Bangor, Me.; Director, Kindergarten, Northampton, and Public School Kindergarten, Springfield, Mass.; Director, Kindergarten Department, State Normal, Stevens Point, Wis.; Director, Kindergarten-Primary Education, University of Tennessee, Summer Sessions, 1914, 15, 16, 18; Director of Kindergarten, I. S. N. U., 1907—
- DOROTHY KOEHRING**.....Instructor in Kindergarten Education  
Education: A. B., Kansas State University; M. A., Columbia University.  
Experience: Teaching and supervising in public schools of Lawrence, Kansas; Instructor, Summer Session Kansas State Teachers College, Emporia, and Northern Arizona State Teachers College, Flagstaff; Instructor in Kindergarten I. S. N. U., 1927—
- MAY GOODWIN**.....Principal, Graded School, Soldiers Orphans Home  
Education: B. Ed., Illinois State Normal University.  
Experience: Rural Schools, Illinois; Graded Schools, Illinois; Assistant Principal, New Holland, Illinois; Principal, Soldiers Orphans Home, 1920—
- VEDA HUSS BOLT**.....Training Teacher, S. O. Home  
Education: B. Ed., Illinois State Normal Univ.  
Experience: Rural Schools, Illinois; Grade Teacher, Bayle City, Ill.; High School Teacher, Williamsville, Brownstown, and East Peoria, Ill.; Music Teacher, Soldiers Orphans Home; Critic and Music, State Normal School, Oshkosh, Wis.; Critic Teacher, Soldiers Orphans Home, 1925—
- HELEN LOUISE SPAFFORD**.....Training Teacher S. O. Home  
Education: Graduate, Illinois State Normal University; Student Illinois Wesleyan University, 18 weeks.  
Experience: Graded Schools, Pekin; Training Teacher S. O. Home, 1924-26; Graded Schools, South Bend, Indiana; Junior High School, Oak Park, Illinois; Training Teacher, S. O. Home, 1929—
- JOSEPHINE SHEA**.....Training Teacher, S. O. Home  
Education: B. E., Illinois State Normal University; Student, University of Missouri, 6 weeks.  
Experience: Graded Schools, Illinois; Departmental Grades, Bloomington; Assistant Principal, Bloomington; Training Teacher, S. O. Home, 1929—
- MABEL A. PUMPHREY**.....Training Teacher, S. O. Home  
Education: Graduate, Illinois State Normal Univ.; Student, Clark University.  
Experience: Graded Schools, El Paso; Junior High School, Springfield; Teacher, Soldiers Orphans Home, Normal, 1920—

- HAZEL WRIGHT.....Training Teacher, S. O. Home  
Education: Coty College, Nevada, Mo.; Graduate, Illinois State Normal Univ.; Student, Univ. of Chicago.  
Experience: Rural and Elementary Schools in Missouri and Illinois; Training Teacher, Second and Third Grades, Soldiers Orphans Home.
- GRACE F. ANDERSON.....Training Teacher, S. O. Home  
Education: Graduate, Illinois State Normal Univ.  
Experience: Graded Schools, Livingston County, and Oelwein, Ia.; Teacher, Soldiers Orphans Home, Normal, 1920—
- GRACE TUCKER.....Training Teacher, S. O. Home  
Education: Graduate, Illinois State Normal Univ.; Student, Eastern Illinois State Normal; Univ. of Wisconsin.  
Experience: Graded Schools, Clark County; Supervisor, Streator, Illinois; Training Teacher, Kindergarten, Soldiers Orphans Home, 1924—
- EDITH ANNA MAPES.....Training Teacher, S. O. Home  
Education: Graduate Illinois State Normal University; Student, University of Colorado, Boulder, Colorado, 6 weeks.  
Experience: Primary Grades, Henry County. Training Teacher, S. O. Home, 1929—
- DOROTHY SPARKS STILLMAN.....Teacher of Art and Clothing, S. O. Home  
Education: Graduate, Illinois State Normal Univ.  
Experience: Teacher of Art and Clothing, Soldiers Orphans Home, 1924—
- FRED J. KNUPPLE.....Teacher, Manual Training, S. O. Home  
Education: Graduate, Illinois State Normal Univ.  
Experience: Manual Training Teacher, Normal Public School; Manual Training Teacher, Soldiers Orphans Home, 1925—
- BESSIE IRENE HIBARGER.....Rural Supervisor  
Education: B. Ed., Illinois State Normal Univ.  
Experience: Rural and Graded Schools, Ill.; Assistant Principal, Sibley, Ill.; Instructor in Rural School Methods, Summer, I. S. N. U., 1922-1926; Rural Supervisor, Price and Houghton Schools, 1926—
- MAUDELLA WELCHLEN BAYLES.....Rural Training Teacher, Houghton School  
Education: Student, Illinois State Normal Univ.; Chicago Training School; Brown's Business College, Bloomington, Ill.  
Experience: Rural Schools, Illinois; Training Teacher, Houghton School, I. S. N. U., 1926—
- NANCY ANNIS CLARK.....Rural Training Teacher, Little Brick School  
Education: Graduate, Illinois State Normal University, 1927; Student Eastern Illinois State Normal School.  
Experience: Rural Schools, Illinois; Elementary School, Dalton City, Illinois; Rural Training Teacher, I. S. N. U., 1927—

## THE LIBRARY STAFF

- ELEANOR WEIR WELCH.....Librarian  
 Education: B. A., Monmouth College; Certificate New York State Library School; M. S., School of Library Service, Columbia University.  
 Experience: Teacher, High School, Mt. Ayr, Iowa; Librarian, Public Library, Mt. Ayr, Iowa; Librarian, State Teachers College, Stevens Point, Wis.; Special lecturer, Library School, McGill University; I. S. N. U., 1929—
- GERTRUDE H. ANDREWS.....Assistant Librarian  
 Education: Library Training Class, Chicago Public Library; Summer Session, Library School, Wisconsin University.  
 Experience: Chicago Public Library; Library National Safety Council; Morris, Illinois, Public Library; Illinois State Library Commission; I. S. N. U., 1913-1916; 1922—
- EBBA HAMMERLUND.....Library Assistant  
 Education: B. A., Carroll College; Library School, Northwestern University, Summer Session.  
 Experience: Teacher-librarian, High School, Marshfield, Wis.; Librarian, State Normal School, Asheville, N. C.; I. S. N. U., 1928—
- EDNA KELLEY.....Library Assistant  
 Education: Graduate, I. S. N. U.; One year special library student.  
 Experience: I. S. N. U., 1913—
- GENEVIEVE POHLE.....Cataloger  
 Education: B. A., University of Wisconsin; Certificate Library School, University of Wisconsin.  
 Experience: I. S. N. U., 1923—

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## UNIVERSITY STAFF EMPLOYEES

ELSIE BRENNEMAN

Registrar

JENNIE AMSBARY JOHNSON

Financial Clerk

RANDOLPH D. MARSH

Business Manager

FLORA PENNELL DODGE

Secretary to the President

EDNA BELL SLUDER, FERNE MODELL MELROSE, Recorder  
 DOROTHY MAUDE WILLARD, LORENE M. MEEKER, RUTH  
 VORHEES, KATHERINE LOUISE STRETCH  
 Stenographers

## ADDITIONAL TEACHERS EMPLOYED FOR MID- SPRING AND SUMMER HALF-TERMS

### Education

Charles A. Decker, A. M.  
 Stella Van Petten Henderson, A. M.  
 H. W. McCulloch, A. M.  
 Elmer R. Coatney, A. M.  
 Elmer Walter Powers, Ph. B.  
 Omar Caswell, A. M.  
 Edward L. McCormick, A. M.  
 Eric Oscar May, A. M.  
 Benjamin Clay Moore, A. M.  
 Lewis B. Mull, Ph. D.  
 Fannie Spaits Merwin.

### Mathematics

Henry Hugh Edmunds, A. M.  
 Leslie A. Childress, A. M.  
 Bruce E. Wheeler, A. M.  
 Ethel Mae Oldaker, B. E.

### Biology and Agriculture

Parke Harvey Simer, Ph. D.  
 Eva Ormenta Schley, Ph. D.  
 Helen Green, A. B.

### Geography

Earl Scheffel, A. M.  
 Emily Baker, B. E.  
 Elsie G. Caldwell, M. A.

### Economics and Sociology

Albion Guilford Taylor, Ph. D.  
 Carl William Strow, A. M.  
 William T. Beadles, A. M.

### History and Civics

Ivan McKinley Stone, A. M.  
 Rob Roy McGregor, Ph. D.  
 Donald H. Nicholson, M. A.  
 Ignatius D. Taubeneck, A. M.

### Literature and English

Dorles Stutzman, A. M.  
 Allen Thurman Wright, A. M.  
 Clementine M. Guanella, A. M.  
 Grace Thomasma, A. M.  
 Verna Grubbs, A. M.  
 Grace Nix, A. M.  
 Olive Eden Martin, A. B.  
 May Ramsey, M. A.

### Reading and Public Speaking

Sylvester Roy Toussaint, A. M.

### Music

Mrs. Edna Barthelman, B. E.

### The Fine Arts

Bernard Shaw  
 Esther Robinson

### Home Economics

Josephine Ross

### Training School

Rose Burgess, B. Ed.



## FACULTY COMMITTEES

- Alumni**—Miss Rambo, Miss Cooper, Miss Dillon, Mr. Hudelson, Mr. Horton, Miss Johnson, Mr. Buzzard, Mr. Harpster, Miss Gueffroy.
- Appointments**—Mr. Turner, Mr. Holmes, Miss Hamilton, Mr. Admire, Mr. Lancaster.
- Athletics**—Mr. Horton, Mr. Beyer, Mr. Hudelson, Mr. Cogdal, Mr. Holmes, Miss Barto, Mr. Douglass.
- Buildings and Grounds**—Mr. Newell, Miss Ela, Mr. Lancaster, Mr. Linkins, Mr. Smith, Mr. Harpster.
- Committees**—Mr. Mills, Miss Rambo, Mr. Hudelson, Mr. Newell, Miss Garrett, Miss Imboden.
- Curriculum**—Messrs. Schroeder, Holmes, Beyer, Hacker, Mills, Brinegar, Decker, Buzzard, Peterson, Newell, Malmberg, Hudelson, Palmer, Westhoff, Williams; Misses Colby, Barton, Rambo, Atkin, Blake, Lee, Mrs. Pricer, Mr. Adams, Mr. Cross, Miss Barto.
- Disciplin**—Mr. Beyer, Miss Barton, Miss Colby, Mr. Peterson, Mr. Linkins, Mr. Schroeder, Mr. Brinegar, Mr. Dragoo.
- Entertainments**—Mr. Linkins, Mr. Hollowell, Miss Crompton, Miss Royce, Miss Boicourt, Mr. Cross, Miss Rice, Mr. Admire, Miss Atkin.
- Entrance and Credits**—The Registrar, Mr. Buzzard, Miss Garrett, Mr. Schroeder.
- Library**—Miss Colby, Mr. Beyer, Mr. Schroeder, Miss Carver, Miss Dexheimer, Miss G. Stephens, Miss Andrews, Mr. Lamkey, Mr. Malmberg.
- Literary Societies**—Mr. Sorrenson, Mr. Westhoff, Miss Blake, Mr. Kinne-  
man, Mr. Palmer, Miss Garrett, Miss Vinson, Mr. Browne.
- Public Exercises**—Mr. Decker, Mr. Cross, Miss Hinman, Miss Grubbs, Mr. Brinegar, Mr. Atteberry, Mr. Dragoo, Mr. Fogler, Mr. Lancaster.
- Publicity**—Mr. Holmes, Mr. Williams, Mr. Mills, Mr. Staples, Mr. Hacker, Miss Vinson, Miss Boicourt, Mr. Atteberry, Miss Dexheimer, Mr. Goldsmith.
- Registration**—Mr. Peterson, Mr. Pringle, Miss Rice, Mrs. Pricer, Miss Atkin, Mr. Malmberg, Miss Grubbs, Mr. Mills, Mr. Kinneman, Miss Day, Mr. Goldsmith, Mr. Cavins.
- Religious and Philanthropic Work**—Miss Thoene, Mr. Adams, Miss Hinman, Mr. Smith, Miss Dillon, Miss Koehring, Miss Connell.
- Research**—Miss Atkin, Mr. Palmer, Miss Imboden, Mr. Decker, Mr. Kinne-  
man, Mr. Schroeder, Mr. Goldsmith.
- Social Committee**—Mrs. Pricer, Mr. Linkins, Miss Flagg, Miss Hatfield, Miss Buell, Miss Ela, Mr. Cavins, Mr. Fogler, Miss Field, Miss Bryant, Miss Rice.
- Special English**—Mr. Cavins, Mr. Palmer, Mrs. Pricer, Miss Grubbs, Miss Connell.
- Student Activities**—Mr. Adams, Mr. Buzzard, Miss Atkin, Miss Ross, Miss Dillon, Miss Barton, Mr. Mills, Mr. Linkins, Mr. Lancaster, Mr. Goldsmith.
- Student Aid**—Miss Barton, Mr. Cavins, Mr. Williams, Mr. Linkins, Miss Kinsella, Mr. Schroeder.
- Student Publications**—Mr. Palmer, Mr. Williams, Miss Vinson, Mr. Barger, Miss Hinman, Miss Ellis, Miss Allen, Miss Day.
- Student Welfare**—Messrs. Buzzard, Horton, Dragoo, Linkins; Misses Blake, Barton, Hayden, Shea, Dr. Cooper, Miss Barto.
- Training School**—Mr. Turner, Mr. Pringle, Miss Carver, Miss Lee, Miss Buell, Miss Eyestone, Mr. Harpster.

## GENERAL INFORMATION

**T**HE ILLINOIS STATE NORMAL UNIVERSITY, founded in 1857, is located at Normal, two miles north of Bloomington. It is the oldest state institution for the training of teachers in the Mississippi Valley, and the ninth in continuous service established in the United States.

In 1907 the state legislature authorized the institution to grant degrees in education, thus converting it into a teachers college. It is now a member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

It has conferred the degree, Bachelor of Education upon 845 four-year graduates, the Junior College Diploma upon 6,097 students, the high-school diploma upon 1026.

The grounds include 56 acres besides a school farm of 90 acres.

There are seven major buildings besides a dormitory for women, a modern heating plant, a plant house, and farm buildings.

Its equipment is modern and ample. In the departments of biology, geography, and agriculture, as well as in its training department, its facilities are not surpassed in any institution of its class.

Its regular faculty includes one hundred eleven teachers.

Its student body during the year ending June 9, 1929, has included 1,609 teachers college students during the regular terms, 2,743 summer-school students, 313 students in the mid-spring term, 264 students in the high school, 385 in the elementary school, 581 in the school at the Soldiers Orphans Home, and 208 pupils in affiliated rural schools. The ordinary annual income is approximately \$485,000.

It provides fourteen distinct curriculums for high-school graduates to meet the varied needs of students preparing to teach at different levels of the public-school system, as well as of special teachers of art and design, music, home economics, industrial arts, agriculture, commercial branches, and physical education.

The library contains 51,258 volumes, 25,671 unbound pamphlets and 8,039 pictures and slides. It receives 260 periodicals and newspapers. It also has the following special gift collection: the McCormick library of history, the Feek collection of general literature, the Alice Jean Patterson collection of nature study, and the Mills collection of the 17th and 18th century books on agriculture.

## LOCATION

The town of Normal, as its name suggests, has grown up around the Normal University. It has attracted a body of residents who value educational advantages and give to the community high intellectual, moral, and civic standards.

The situation is healthful, the site high and well-drained. The town is provided with excellent water, sewers, paved streets, gas and electric lights. Commodious homes and boarding houses for 1,200 students stand within easy walking distance of the school. An electric railway with cars every eight minutes and a bus line connect Normal with Bloomington. Twelve railroad lines radiating from Bloomington make it one of the most accessible cities in Illinois. State highways 2, 4, and 39 intersect in Normal.

## HOW TO REACH NORMAL

The Illinois Central and the Chicago & Alton are the only railroads in Normal. Whenever it is possible, students on other lines should buy their tickets and check their baggage thru to Normal. Students coming to Bloomington on the Big Four or the Nickel Plate are advised to check their baggage to the Chicago & Alton Junction in Bloomington; they may then leave the train at this station and recheck their baggage to Normal at a cost of ten cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Chicago & Alton, the Big Four, the Nickel Plate, or the Interurban lines of the

Illinois Traction System may reach Normal by street cars. These run from all railroad stations to the Court House square, whence a transfer may be taken to the Park street or Fell avenue cars, or to the Main street bus line, all of which run to the Normal University.

## STUDENT ORGANIZATIONS

**Literary Societies.**—There are five literary societies connected with the school—The Philadelphian, the Wroughtonian and three junior societies in the University High School. To active members these afford practice in oratory, debate, dramatics, and parliamentary usage.

**Christian Organizations.**—Young women students receive a hearty welcome to the Young Women's Christian Association of the Normal University. This organization endeavors to promote the social and spiritual welfare of the students. The Newman Club has been organized to promote fellowship among the Roman Catholic students.

**Oratorical Association.**—The purpose of this association is the cultivation of oratory, extempore speaking, declamation, and debate. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, established in honor of the second president of the institution. The successful contestants in oratory, reading, and extempore speaking represent this institution in the contest held in March of each year under the direction of the State League of Normal Schools.

**Debate Clubs.**—The men's and women's debate clubs meet weekly for practice in debating and hold one inter-club debate each term.

**The Athletic Association** has general control of students' athletics in conjunction with the director of the gymnasium.

**The Lecture Association** provides a course of high-class lectures and concerts at low cost.

**The Women's Athletic Association** fosters vigorous outdoor sports for women and conducts intra-mural contests.

**Musical Organizations.**—The University Choral Club meets twice each week at 6:15. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas. There are four glee clubs, two for men, two for women. The Orchestra gives students who play upon an instrument an opportunity for practice in concerted playing. The Band numbering about thirty-five members receives instruction upon band and orchestral instruments.

**The Dramatic Club** (The Jesters) presents one or more plays each year.

**The Latin Club** discusses at its meeting the civilization and institutions of Ancient Rome.

**The French Club** meets monthly for French conversation and a study of French life.

**The Science Club** holds monthly meetings, at which papers are read dealing with scientific questions.

**The Euclidean Circle** discusses new features in the development and teaching of mathematics.

**The Nature Study Club** discusses ways and means of extending and popularizing the nature-study movement.

**The Social Science Club**, consisting of persons majoring in the social sciences, meets five times a term to hear and discuss papers dealing with their special field.

**The Hieronymus Collegiate Chapter** of the American Country Life Association discusses problems of community life and the means and methods of promoting better communities.

**The Kindergarten Club** meets once a month to discuss the problems relating to early childhood education.

**The Primary Teachers Club** discusses the problems of the primary grades.

**The Varsity Club** is an organization of the young men to promote a healthy social and intellectual life within the institution.



**Kappa Delta Pi**, an honor society in teachers colleges, has developed a strong chapter which awards a gold medal for the best second-year student.

**Pi Kappa Delta**, the national debating fraternity maintains a chapter to foster public speaking.

**Theta Alpha Phi** maintains a chapter of the national organization for senior-college students who have shown proficiency in dramatics.

**Pi Omega Pi** is a national honorary, scholastic society open to men and women students in the School of Commerce who have attained more than usual proficiency in their work.

**Gamma Theta Upsilon**, a national Geography Society, studies recent explorations, discoveries, and other topics outside of ordinary text-books.

**Gamma Phi** is an honorary gymnastics fraternity for men who have shown proficiency in gymnastics.

**The Art Club** is an organization of students especially interested in the professional aspects of art study.

**The Lowell Mason Club** meets semi-monthly for instrumental and vocal music and discussion of themes relating to music. All students in curriculum D are members.

**The Home Economics Club** meets semi-monthly to discuss problems relating to the household.

**The Commercial Club** of one hundred members meets monthly for discussion of topics pertaining to the world of trade.

**The Hopkins Agricultural Club** has been organized to study the Illinois System of Permanent Soil Fertility and to discuss other questions of interest in agricultural communities.

**The Student Council** consists of one representative from each class and student organization. Its function is to discuss plans for improving the condition and character of student life and to make recommendations to the Faculty.

**The Women's League** includes all the women of the school in its membership. Its purpose is to create and promote fellowship in the group and loyalty to the institution.

**The Press Club** is an organization of students who have taken the course in Journalism and who wish to continue informally the study and practice of journalistic writing.

## PUBLICATIONS

**The Vidette** is an 8-page weekly which carries the news of the campus. The editor, chosen by popular vote at the annual spring election, appoints a staff of assisting editors. The bulk of the writing and reporting is done by members of the class in Journalism. Subscription to the paper is included in the student activity fee.

**The Index**, published annually, contains detailed information in regard to the various student organizations.

**The Alumni Quarterly** is a 26-page magazine whose purpose is to keep alumni in touch with the life of the institution.

## ORGANIZATION

The Illinois State Normal University comprises three schools:

The Teachers College.

The University High School.

The Elementary Training School.

The Teachers College provides for high-school graduates curriculums two years in length for primary teachers, for upper-grade teachers, for rural-school teachers, and for special teachers of art, manual training, household sciences, household art, agriculture, commercial branches, physical education, public school music, and the kindergarten. Three-year curriculums also are provided for teachers of agriculture and commercial branches. There are four-year curriculums in Industrial Arts and Home Economics.

The Teachers College educates also high-school teachers, supervisors, principals, and superintendents whose duties require a more extended preparation. It provides full four-year curriculums beyond the high school, leading to the professional degree, Bachelor of Education.

The University High School is provided primarily for holders of township scholarships. Additional students are admitted on payment of tuition. It is a school of observation and training for students in the Teachers College. It is a recognized fully accredited four-year high school and may receive students from county non-high-school districts. Provision is made for 230 students.

The Elementary Training School consists of a kindergarten and eight grades. It is intended to serve as a model school for observation and training for students of the Teachers College. The school for the Soldiers Orphans Home with 500 pupils affords further facilities for training.

Three rural schools affiliated with the Normal University afford training for country-school teachers.

### REGISTRATION

As soon as persons decide to enter the Normal University as students, they should, if time permits, write to the President for an admission blank. Upon this should be entered the high-school record of the student and such other data as are required. This application for admission should then be mailed to the Normal University, or it may be brought to Normal by the student when he comes to register. Students who have secured advanced standing in other higher institutions may settle by correspondence the classification that may be granted them.

Saturday, Sept. 13, 1930 and the three following days constitute "Freshman week," which is devoted to introducing the new student to the life of the Teachers college. The program includes registration and enrolment, addresses by members of the faculty, brief tests in English, history, arithmetic, spelling, and general intelligence, devotional exercises on Sunday, and a series of social entertainments. All freshmen should assemble in the auditorium at 8:00 A. M. Saturday. Upper-class students are due on Tuesday. Recitations begin on Wednesday.

The Saturday before the opening of other terms is devoted to the enrolment of new students, and to the examination of students for advanced standing. New students should be present in the morning to present their credentials, to register in the office, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enrol in their various classes, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments. In the first summer half-term the first Monday also is a registration day.

Students upon arrival in Normal are advised to come directly to the office of the Dean.

### CONDITIONS OF ADMISSION

Students are admitted to the Teachers College as regular students:

1. Upon the completion of fifteen units of work in a recognized high school as set forth on page 22.
2. By a certificate of attendance at another state normal school or recognized college.

Persons over twenty-one years of age without full high-school preparation may be conditionally admitted as unclassified students, if they hold teachers' certificate, or if they have completed two or more years of high-school work. Such unclassified students may enter any class provided they secure the recommendation of the instructor whose work they wish to take and the approval of the Dean. No one may enrol as an unclassified student for more than two years except by special permission of the President.

Students under twenty-one, unless they have completed four years of high-school work, will be assigned to the University High School. Special classes are provided for older students. (See Program p. 54.)

Students who have done any high-school work should bring a copy of the record signed by the principal.

Students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselves to teaching in the schools of Illinois for as long a period as they attend the Teachers College. Students who do not sign this pledge pay tuition. Illinois ex-servis men are excused from all tuition and registration fees.

Students may enter at the beginning of any term, or any half-term. In the first summer half-term registration ends on the first Monday; in the second summer half-term on the first Wednesday, in other terms on the second Monday. In all but the special programs classes are provided each term for students beginning a course of study.

### ACCREDITED HIGH SCHOOLS

Graduates of high schools with four-year courses recognized by the State Department of Education are admitted to any of the curriculums, provided that the fifteen units of entrance credit that they offer include the following:

Algebra .....	1	unit
Geometry .....	1	unit
Physics .....	1	unit
*Chemistry .....	$\frac{1}{2}$	unit
Zoology .....	$\frac{1}{2}$	unit
Botany .....	$\frac{1}{2}$	unit
Physiography .....	$\frac{1}{2}$	unit
Civil Government .....	$\frac{1}{2}$	unit
History .....	$1\frac{1}{2}$	unit
Literature and English Composition.....	3	units
Total.....	10	units

A year of general science may be substituted for two half-units of science in the foregoing list, or for the one unit in Physics.

The remaining units may be composed of any subjects that the high school accepts to meet its graduating requirements.

The work above stated is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Graduates of recognized high schools who have not completed all the work listed above may take two of the omitted half-units in the regular classes in these subjects (see Program P, p. 54) as substitutes for two standard subjects in their regular program. If the student is deficient in more than two half-units of the list, he shall add the excess to the requirements of his regular program. Such courses may be completed in summer terms, but if they be in Zoology, Physics, or Physiography, at least one must be taken up immediately.

If high-school graduates admitted to the Normal University are not able to write well with ease and speed, or read distinctly with good expression, or use the dictionary intelligently, or pass the examination in spelling, extra courses in reading, penmanship, spelling, composition, and dictionary work must be taken by them during their first year. Examinations are provided early in the school year in English and Arithmetic. Students who reveal serious deficiencies in these subjects are required to take additional no-credit courses.

### CREDIT FOR WORK IN OTHER INSTITUTIONS

For all work done in other state teachers colleges and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other recognized higher institutions is granted upon adequate proof that such work is a satisfactory



substitute for courses offered here. No student is expected to mark time by repeating work well done elsewhere. Extension and correspondence credit may be transferred from recognized institutions, but not over one-fourth of the work required for a degree, a diploma, or a certificate may be obtained thru extension courses or thru extension and correspondence courses combined; not more than one-eighth thru correspondence courses.

A unit is the amount of work done in a preparatory subject in 180 recitation periods of forty minutes each, or the equivalent in laboratory or other practis.

\*Chemistry is not required for admission to any of the special curriculums C—J.

\*Students following curriculum B may substitute General Science in their second year if they have not had General Science in high school.

## FEES AND EXPENSES

**Tuition** is free to all who pledge themselves to teach in the schools of Illinois for a period equal to their attendance here. For all others the tuition fee is twenty-five dollars a term in addition to other fees.

**Registration Fee.** Three dollars for each term if paid before the first Monday, four dollars at a later date.

Students holding township scholarships under the Lindly Act and ex-servis men are exempt from tuition and registration fees.

**Library Fee.** One dollar for each term. For each summer half term one-half of the foregoing fee is charged.

**Towel Fee.** One dollar a term for all who use gymnasium showers.

**Laboratory Fees** in Chemistry and Home Economics. One dollar to three dollars a term for each course but never exceeding the cost of the special material used.

**Shop Fees** in Manual Training or Art not to exceed cost of material.

**Typewriter Fee.** One dollar a term.

**Voice Lessons.** Private lessons one dollar for each.

**Change of Program** after third day. One dollar.

**Additional Transcripts of Record** after first copy. One dollar.

**Student Activities Fee.** In addition to the above fees paid to the institution, the students have levied a student fee of three dollars a term upon all students to cover cost of inter-school athletics, literary contests, glee clubs, the lecture course, the Vidette, and various other school activities.

Lockers in the Main Building may be rented from the registrar at twenty-five cents a term in advance. A deposit of fifty cents is required for key padlocks, one dollar for combination padlocks.

Good furnished rooms, large enough for two persons, rent at from \$4.00 to \$6.00 a week. Table board in private families may be had at \$5.00 to \$6.00 a week. An excellent cafeteria and three restaurants assist in boarding students. Good rooms and boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

Students not living at home are required to room at approved houses. Lists of approved rooming houses are kept at the offices of the Dean of Women and the Dean of Men. A written contract is required of both men and women strictly defining the terms on which rooms are rented.

Fell Hall affords rooms for 83 young women and boarding accommodations for 25 more. Students desiring rooms should address the Head of Fell Hall for a floor plan and a statement of rules governing the renting of rooms. The cost of board and room in Fell Hall averages \$8.00 per week.

Textbooks and ordinary stationery may be bought at the university book-store at a price averaging eight per cent above net wholesale cost; or books may be rented usually at twenty per cent of their ordinary retail price. Students are advised to keep the textbooks in advance courses.

For students who pay all of their expenses, the average cost of board, room, books, stationery, fees, and all other expenses connected with their life as students is \$360 for 36 weeks.

The average cost of clothing, laundering, transportation and all personal incidentals has been found to be \$192.

## AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

The Annie Louise Keller Scholarship Fund of \$150 is loaned without interest to properly qualified students. This fund is administered by a committee made up of the President, the Dean of Women, and the Chairman of the Student Council.

Provision is made upon the Normal University farm for housing and boarding six students of agriculture. These will be afforded regular employment a few hours each day at fair wages. Application may be made by mail.

Many students secure employment which enables them to meet part of their expenses. For such employment women students should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with an employer. Men should confer with R. H. Linkins, Dean of Men.

Students who are supporting themselves in whole or in part may not carry the full quota of studies without special permission obtained from the Dean of Women or the Dean of Men.

## TEACHERS' BUREAU

The Illinois State Normal University maintains a teachers' bureau, whose purposes are to secure for its students and alumni suitable positions, free of cost, and to aid school officers in selecting efficient teachers. Students, as a rule, do not expect employment without a personal visit; it is hoped that the expense of such a visit may be avoided unless there is a reasonable prospect of employment.

## GRADUATION

Diplomas are granted upon the completion of the various two-year and three-year curriculums. A diploma will be granted upon the completion of two years' work in curriculum E, H, K, K-P, L, or M, if the student has completed four terms in Education and two credits in practis teaching.

The degree, Bachelor of Education, is conferred upon students who complete any one of the four curriculums, E, H, K, K-P, L, or M, or upon students who complete any of the two-year curriculums and two years of additional work approved by the President or Dean.

Candidates for graduation shall, at the beginning of the year in September, file with the Registrar the program of studies they desire to follow during the senior year. This program must accord with the general daily programs for the various terms and the rules stated on pages 28-30. If the student desires to make substitutions not provided for by the general rules his request must be approved by the President or Dean.

Credits for graduation may be transferred from other recognized institutions. If the last year's work has been done elsewhere, the student shall not receive his diploma unless he returns here and makes at least four major credits or their equivalent.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade higher than 74.

No person may receive the diploma of this institution unless he has completed a full year (12 credits) of resident work.

All students must become fairly proficient in spelling. No student will be recommended for a position, a diploma, or a teacher's certificate until he has met the requirements in spelling.

Each candidate for a degree shall write an acceptable thesis upon some educational theme. The subject shall be reported to the proper



department at the opening of the fall term. The thesis shall be completed and handed in six weeks before graduation. For this thesis a full credit is given.

Students who lack no more than four credits of completing the course of study participate in the Commencement functions in June and receive their diplomas upon the completion of their work in the ensuing summer half-terms.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the eighth week of the spring term.

Candidates for graduation are expected to be present at the graduation exercises to receive their diplomas in person.

## **COURSES OF STUDY**

The Teachers College requires for its courses the degree of maturity and scholarship attained by graduates of our best high schools with four-year courses of study. Accordingly the standard curriculums of the Normal University are planned for students of such preparation. Besides the standard courses others are regularly taught in the high-school to meet the needs of students of limited high-school preparation. In the standard two-year curriculums, at least twenty-four credits of proper rank are required for graduation. By a credit is meant the amount of work done in a term of twelve weeks in a subject requiring daily preparation by a typical student carrying four studies and reciting four times a week in each. To complete the standard two-year curriculums the attendance required of the typical student is six regular terms of twelve weeks. Only high-school graduates of good ability who come well-prepared in English may expect to secure a diploma in 72 weeks. For the four-year Teachers College curriculums 144 weeks are required.

It is expected that the students will devote forty-five clock hours a week to study and recitation, or an average of 135 minutes daily to each major subject.

## **RANK OF CREDITS**

Credits are of four ranks according to the character of the courses for which they are given. The 353 courses offered are divided into four classes.

Courses of Class 1 are of junior high-school rank and may be taken by any student admitted to the high school. They are designated by the numerals 10-19.

Courses of Class 2 are of senior high-school rank and may be taken by students who have had two-years of high school work, or by students with one year of such work provided they have shown proficiency in the subject. They are counted at full credit value in the high-school. They are designated by the numerals 20-29.

Courses of Class 3 are of Junior College rank and may be taken by high-school graduates and other students of demonstrated equivalent preparation. These courses count at full credit value in all curriculums except the Senior College, and at two-thirds credit when substituted for courses in Class 4. They are designated by the numerals 30-39.

Courses of Class 4 are of Senior College rank and may be taken by students in the Senior College.

They are designated by the numerals 40-49.

Major courses contain forty-eight lessons requiring outside preparation or laboratory work and count as full credits. Semi-major courses consist of twenty-four such lessons and count as half-credits. Minor courses require forty-eight lessons with little outside work, half credit. Semi-minor courses contain twenty-four such lessons,—quarter credit.

All courses described in this catalog are major courses unless otherwise stated.

## CURRICULUMS

The regular curriculums of study ar:

A. A two-year curriculum (24 credits) to prepare teachers of upper grades.

B. A two-year curriculum for teachers of lower grades.

C. A two-year kindergarten-primary curriculum for teachers of the kindergarten and of the first two primary grades.

D. A two-year curriculum in public-school music combined with English and speech.

E. A four-year curriculum in manual training and industrial art.

F. A two-year curriculum in the fine arts including the principles of design and courses in their application.

G. A two-year curriculum in physical education for women. There is also a curriculum combining physical education for men with agriculture or manual training, or any high-school subject approved by the Dean.

H. A four-year curriculum in home economics to meet the requirements of the Smith-Hughes Act. There ar also two-year curriculums in home economics for teachers of this subject in elementary grades or junior high-schools.

I. A two-year or three-year curriculum for teachers of agriculture and science.

E.—I. A two-year curriculum combining agriculture with manual training.

J. Two-year and three-year curriculums for preparing teachers of commercial branches.

K. A four-year curriculum to prepare high-school teachers which admits of wide variation in major and minor subjects.

K—P. A curriculum arranged for high-school teachers of physical science.

L. A four-year curriculum to prepare supervisors and principals of elementary schools.

M. A four-year curriculum for superintendents and principals.

N. A two-year curriculum for high-school graduates who wish to teach superior country schools.

Graduates of four-year high schools who hav the specific preparation set forth on page 22, and other students of equal preparation ar admitted to the foregoing curriculums without condition.

Mature students whose preparation falls below the equivalent of four years of high-school work and who wish to enter upon any of the foregoing curriculums may arrange with the President or Dean to take such courses as ar needed to complete the entrance requirements. All such students must, before graduation, be credited with fifteen units of entrance credits in addition to the regular credits of the curriculum selected.

## THE SUMMER SESSION

The Teachers College provides two summer half-terms of six weeks each for activ teachers and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice a day in the same subject, thus completing a regular twelve-week course in six weeks. All grades of the training school and at the Soldiers Orphans Home ar in session during the first summer half-term affording model lessons for observation and discussion and opportunity for practis teaching; but such practis teaching may be done only after prerequisite work in education has been accomplisht. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses in the Senior College ar arranged in a three-year cycle and taught in the summer term, thus enabling a student to complete two units of work by attending the same half-term for three consecutive summers.

Courses in Home Economics and Agriculture as required by the Smith-Hughes Act are offered in the summer.

Special courses in rural-school teaching and management are given for the especial benefit of high-school graduates who expect to teach the next fall.

The state-wide examination for teachers' certificates is held at the end of the first summer half-term.

## TEACHERS' CERTIFICATES

It is the duty of the State Normal University to prepare every kind of teacher required for the public schools of Illinois.

The needs of the schools are set forth in the law of 1929, governing Teachers' Certificates. These certificates may be issued to candidates who have passed the examinations prescribed by the State Examining Board, or to those who have done a required amount of work in "recognized" normal schools or other higher institutions recognized for the training of teachers.

The Normal University provides the specific courses required for the various kinds of certificates.

Diplomas from curriculums A, B, and N (two years work) entitle the holder to receive a limited state elementary certificate good for four years and renewable indefinitely. The same certificate is granted to students to complete two years work in curriculums K, L, M, provided two terms of successful practical teaching are included. This certificate is good for teaching high-school work if endorsed by the county superintendent.

Students who have completed one year's work in curriculums A, B, L, M, or N, and who are within fourteen credits of graduation, may receive a provisional teachers certificate good for four years and renewable once.

Students who have completed the work of the first year in any of the curriculums may receive the provisional certificate at the option of the county superintendent of schools. No provisional certificates will be issued after June 30, 1931.

The six-week courses required for renewal of this certificate are offered in the summer half-terms.

The Kindergarten-Primary certificate, good for four years and renewable indefinitely may be obtained by completing curriculum C.

Special certificates, good for four years and renewable indefinitely, may be obtained after completing two years' work in any of the curriculums D to J in Music, Art, Industrial Art, Home Economics, Agriculture, Commercial branches, and Physical Education. Such certificates may be obtained for particular high-school subjects as pursued in curriculum K.

In addition to this special certificate the students completing these special curriculums may obtain a limited state elementary certificate by taking six major elementary subjects chosen from curriculums A, B, or N.

Limited State high-school certificates, good for four years and renewable indefinitely, may be obtained after completing four-year curriculums E, H, K, L, or M.

Students who have completed two years' work in the teachers college may be admitted to the examination for this high-school certificate.

State limited supervisory certificates may be obtained upon the completion of one of the four year curriculums, provided that the applicant has taught successfully for four years in the common schools.

Any student who contemplates securing a life certificate may obtain the necessary information by consulting the Dean or Registrar.



Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 12 credits necessary to obtain a state limited elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

## **RULES RELATING TO STUDIES AND CONDUCT**

1. Every new student is expected at the beginning to choose one of the various curriculums and to follow this curriculum as closely as is practicable except where elective subjects are specifically allowed.

2. The student body is divided into sections designated by the same letters as the curriculums followed. Different sub-sections in the larger curriculum groups are numbered by exponents as A<sup>1</sup>, A<sup>2</sup>, etc. Each student should follow the program arranged for his sub-section.

3. Variations from the regular program chosen are permitted to unclassified students, and to others if there be special need of such change. Students who have become irregular in their programs or who contemplate taking electives should study carefully the daily programs on pages 61-66. All irregular programs should be approved by the President or Dean or by one of the faculty committee on curriculums (page 17).

4. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

5. Electives may be chosen from the curriculums on pp. 31-52 provided the student is qualified to pursue the subject with profit. This permission may be granted by the President or Dean.

6. The electives allowed include five years' work in Latin, four years' work in French, two years in Spanish, and courses in methods for students who have already attained considerable proficiency in these languages. For the first year's work in Latin one credit is allowed, for the second year two credits; for all work beyond the second year and for the courses in method full credit.

7. Full credit is allowed for French and Spanish in the Teachers College curriculum providing a full year's work or more is completed. If a year's work has been done before, each term's work in the Teachers College is allowed full credit.

8. No elective credit is allowed in Curriculums A-M for a single term in Foods or Clothing; for two terms one credit is given; for three terms three credits.

9. No credit is allowed for less than one hundred twenty hours of bench work.

10. All classes recite daily in the regular terms. In the summer half-terms of six weeks two recitations a day are held in most subjects, thus enabling the student to complete the regular twelve-week courses in thirty school days.

11. Five hours a week of gymnasium practice are required of all first-year students. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

12. A thorough physical examination is given to all entering students and a record of their health history, kept along with their scholastic record. A competent physician is employed as health adviser whose services are furnished to all students free of charge.

13. Thirty minutes a day are devoted at General Assembly to the consideration of topics of interest to prospective teachers. All members of the school are expected to attend unless excused because of regular

duties elsewhere. On Tuesdays the school at this hour is divided into small sections for practis in platform speaking. All students not teaching at this hour are required to participate in this work.

14. Every student is expected to take not more than four major subjects (or their equivalent) nor less than three, not counting physical training. Students whose standing in all subjects is above 80 may take a hevier program, with the approval of the Dean. Employd students ar not permitted to take a full schedule. Students registerd in the Normal University may not carry on additional work in other schools or private lessons without permission from the President or Dean. Students who violate the requirements of this section forfeit credits in the courses not approved.

15. If a student fails to keep pace with his class in any course he may be transferd to a lower section in such study or required to drop the course; but no course may be dropt without express permission of the President or Dean.

16. If a student fails to carry a course after continuing thru half the term he is required to repeat the course at the earliest opportunity.

17. If a student fails to complete a course in which his work is of good quality, he must complete such course in the next term in which he is in attendance and the course offerd. Otherwise the entire course is to be repeated at the earliest opportunity.

18. A student who fails in any term to make a passing grade in two major courses, or their equivalent, is placed upon probation for the succeeding term, and in case he fails to carry three majors in his next term, he shall not be permitted to continue his studies until one year has elapst. This rule may be suspended in case of any student by the Dean. If a student is placed on probation a second time for poor scholarship, he shal withdraw from school for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

19. Other students may be placed on probation for misconduct. This action may be taken by the Faculty, by the Committee on Disciplin, or by the Deans. Such probation may not exceed twelve weeks. A student on probation for misconduct may not take part in any public contest or exhibition, or attend any of the athletic, musical, dramatic, oratorical, or social events upon the campus. His directory card shal bear the red stamp, "Probation."

## MISCELLANEOUS

20. Term fees and tuition ar to be paid the first day of the term. If the student leavs school within one week, fees ar refunded. If a student paying tuition leavs school during the first half of the term, half of the tuition is refunded.

21. Students ar enrolld in their classes upon presentation of their term-fee receipt.

22. Grades for scholarship indicate as follows: above 90, distingisht proficiency; 86-90, excellent; 80-85, good; 75-79, average; 70-74, fair work below the average; below 70 indicates poor work and the student must repeat the course. The median is 80.

23. Students ar expected, whenever it is possible, to enter school at the beginning of the term and remain to the close, to attend their classes regularly, and to conform to the various requirements that hav been found necessary to the orderly and successful working of the institution and to the welfare of its students. Unwillingness or neglect to conform to these requirements reveals defects in character that should bar one from teaching.

24. Students who return late from vacation shall forfeit two points of their standing in each subject for each day's delay in entering the class, unless it is attested by a physician's certificate that the delay in return was due to the illness of the student, to serious illness in the family requiring his presence, or to death in the family.

This rule may be suspended in any particular case by a vote of the faculty.

25. Any student who shall withdraw before the end of the term unless excused by the President or Dean shall forfeit his credit in the various subjects taken.

26. Early in the fall term, entering freshmen are given standard tests in Arithmetic, English, Spelling, Reading, History, and General Intelligence. Students found seriously deficient in Arithmetic or English are required to carry certain no-credit courses in these subjects before entering the regular college classes in them.

# CURRICULUM A

FOR TEACHERS OF UPPER GRADES AND JUNIOR HIGH SCHOOLS

72 Weeks—24 Credits

## FIRST YEAR

FALL	WINTER	SPRING
Physiology 31	Introd. to Teaching	Psychology 33
Grammar 31	{ Reading 31	Nature Study 32
Geography 31	{ Phonics	Arithmetic 32
{ Drawing 30	{ Reading Method	{ *Bookmaking
{ Physical Training	{ Geography 33	{ Physical Training
	{ Music 30 or 31	
	{ Physical Training	

## SECOND YEAR

General Method	School Management	Economics 31
Science of Discourse	History 31	Literature Method
*Political Science or	*General Science or	*Biology 33, or
*Sociology 31 or	*Helth Education or	*Color Practis
*Color and Design	*Food Selection	Teaching or
Teaching	Teaching	Principles of Edu- cation

Bracketed subjects count as half-credits

English composition, spelling and writing ar required the second term of all students found deficient in these branches.

Students without Zoology or General Science in the high school should take Zoology in first term, Physiology in a later term.

Electivs chosen according to rule 5 on page 28 may be taken insted of the stard courses.

Two teaching credits may be made in the same term at the Soldiers Orphans Home.

Students who hav taken a semester's work in physiology in high-school may substitute Helth Education for Physiology 31.

At the middle and at the end of the fall term examinations ar offerd in phonics, dictionary work, and spelling. Students who pass in phonics will take Reading 31 during the entire term.

Students whose teaching credit averages 85 per cent or above in the first two terms of teaching may substitute the Principles of Education for the third term.

To meet more fully and successfully the demands made upon the graduates from this curriculum it is recommended that each student take in a summer term History 32 and Public Speaking, or two other courses selected with the approval of the President or Dean.

The demand for wel-prepared teachers for upper grades so far exceeds the supply that this curriculum may be recommended with most confidence to students who wish certain employment after graduation.

Students completing this curriculum ar entitled to a limited elementary teacher's certificate.



## CURRICULUM B

FOR TEACHERS OF LOWER GRADES

72 Weeks—24 Credits

## FIRST YEAR

FALL  
 Introd. to Teaching  
 Arithmetic 31 or  
 Physiology 31  
 { \*Reading 31  
 { Phonics  
 { Music 30 or 31  
 { Physical Training

WINTER  
 Psychology 33  
 Geografy 31  
 { Primary Reading  
 { Intermediate Lang.  
 { Drawing 30  
 { Physical Training

SPRING  
 General Method  
 Physiology 31 or  
 Arithmetic 31  
 { Lower-Grade  
 { Geog. 32  
 { Children's Literature  
 { Primary Music  
 { Physical Training

## SECOND YEAR

\*Economics 31 or  
 Literature Method  
 \*History Method 33 or  
 { Primary Hand-  
 \* { work  
 { Color  
 Helth Education 34 or  
 \*Clothing Selection  
 Teaching

School Management  
 \*Grammar 31, or  
 \*General Science, or  
 \*Art Appreciation  
 \*Sociology 31 or  
 \*Social Psychology  
 or Food Selection  
 Teaching

Nature Study 31  
 Literature Method or  
 \*Home Problems or  
 \*Science of Dis-  
 course  
 { \*Playground  
 { \*Blackboard  
 { Drawing  
 Teaching or  
 Principles of Edu-  
 cation

Bracketed subjects count as half-credits.

Students without Zoology or General Science in the high-school should take Zoology in the first term, Physiology in a later term.

General Science may be substituted for Chemistry if the student has not had General Science in high school.

Two of the stard courses should be taken each term of the second year.

Spelling and writing ar required of all students found deficient in these branches. These must be taken the second term.

Electivs chosen according to rule 5 on page 28 may be taken insted of the stard courses.

Students of the first year ar divided into six groups. The order of the subjects varies among these groups.

Two teaching credits may be made in the same term at the Soldiers Orphans Home.

The third term of teaching may be omitted only if an average grade of 85, or above, has been made in the two preceding terms.

Students who have omitted stard courses ar urged to take them during the summer terms, or to take other courses recommended by the President or Dean.

Sociology, Social Psychology 38, or Economics is required.

Students completing this curriculum ar entitled to a limited elementary teacher's certificate.



## CURRICULUM C

### KINDERGARTEN-PRIMARY CURRICULUM

For teachers of the Kindergarten and the First Two Grades of the Elementary School

72 Weeks—24 Credits

#### FIRST YEAR

FALL	WINTER	SPRING
{ Child Study	Psychology 33	General Method
{ Observation	†Kindergarten Teach. or	†Kindergarten Teach. or
Manual Activities	{ Plays and Games	{ Plays and Games
Nature Study 31	{ Primary Music	{ Primary Music
{ Music 30 or 31	Physiology 31 or	Physiology 31 or
{ Physical Training	Children's Literature	Children's Literature
	{ Drawing or Color	{ Color or Drawing
	{ Physical Training	{ Physical Training

#### SECOND YEAR

Early Childhood Ed. 31	Science of Discourse	Arithmetic 31 or
†Kindergarten Teaching	Arithmetic 31 or	*Principles of Education
Literature Method	*Food Selection	Sociology 31 or
{ Primary Reading	Kindergarten-Primary	Social Psychology 38
{ 32	Curriculum	{ *Blackboard Draw.
{ Geography 32	Teaching Primary	{ *Playground
	Grade	Teaching Primary
		Grade

Bracketed courses count as half-credits. For a description of the Kindergarten courses see page 113.

Electives chosen according to rule 5 on page 28 may be taken instead of the standard courses.

Students taking this curriculum should be able to sing and play simple music, or acquire this ability before graduation.

Arithmetic 31 is required of all.

Students are advised not to begin this curriculum unless they expect to attend two consecutive years.

Students found, upon examination, to be deficient in English or Arithmetic are required to take additional no-credit courses, during the first year.

†Two credits in Kindergarten teaching are required. They may be made either in the winter or spring term of the first year, or in the fall term of the second year, requiring the whole forenoon. The student takes two other majors or their equivalent from the program scheduled for that term.

Two teaching credits are made in the same term at the Soldiers Orphans Home, or in the Thomas Metcalf School.

It is recommended that two additional major courses be taken during the summer term. These may be selected with the approval of the President or Dean.

Students completing this curriculum are entitled to a kindergarten-primary teacher's certificate.

**CURRICULUM D****SPECIAL CURRICULUM IN MUSIC****72 Weeks—24 Credits****FIRST YEAR**

FALL	WINTER	SPRING
Music 30	Music 32	Music 31
Physiology 31	Introd. to Teaching	Psychology 33
Reading 30	*Economics 31	*Public Speaking
*Literature 32	Science of Discourse	{ Sound 35
Physical Training	Physical Training	{ Reading Method
		Physical Training

**SECOND YEAR**

Music 33	Music 34	Music 35
General Method	School Management	Sociology 31 or
*Literature 35 or	*Advant Exposition	Social Psychology 38
*The Speaking Voice	Teaching	Reading 31
Teaching		Teaching or
		*Principles of Education

Students who are taking approved courses in instrumental music parallel to this program may arrange with the Dean to substitute the same for the standard courses above.

Other electives may be chosen according to rule 5 on page 28.

Students found deficient in English composition, in spelling, or writing take extra work in these branches during the second or third term.

All students pursuing this curriculum are expected to sing in glee clubs and choruses and, if practicable, play in the orchestra or band.

A half-credit will be given for a year's work in band-practicis, or orchestra practis, or for the work of the Choral Club, or for work in either of the Glee Clubs providing such organization extends its work to ninety minutes per week. Three credits towards graduation may be made in this way.

The third term of teaching may be omitted only if the average grade in the two terms is not less than 85 per cent.

Where standard subjects are omitted it is recommended that these or two others approved by the President or Dean be taken during the summer term.

Students completing this curriculum receive a special certificate for the teaching of public-school music.

If such students will complete in addition six major courses in elementary subjects chosen from curriculums, A, B, or N, they may receive also a limited state elementary certificate.

## CURRICULUM E

### SPECIAL CURRICULUM IN INDUSTRIAL ARTS

(Minor) 72 Weeks—25½ Credits for Diploma

(Major) 144 Weeks—49½ Credits for Degree

#### FIRST YEAR

FALL	WINTER	SPRING
Beginning Benchwk. 30	Adv. Benchwk. 30a	{ Element. Woodwk. 33
Mechanical Drawing 35	Wood and Wood-	{ Hist. of Ind. Art 38
Science of Discourse 32	Finishing 38a	Economics 31
Introd. to Teaching	Sheet Metal Draw. 35a	Wood-Turning 31
Physical Training	Psychology 33	General Method 34
	Physical Training	Physical Training

#### SECOND YEAR

Electrical Const. 30b	Machine Drawing 36	Furniture Design. 39
Design 30	School Management 36	Architectural Draw. 37
Drawing 30	Furniture Construc-	*Metal Craft 33
Teach. Manual Arts 34	tion 32	*Teaching
Teaching	Teaching	

#### THIRD YEAR

Gen. Metal Work 42	Sheet Metal Work 43	Auto Mechanics 44
Vocational Edu. 45	*Farm Machinery 38	Sociology 31 or
Farm & Home Car-	Electiv A or B	Social Psychology 38
pentry 47	Electiv in Science	Adv. Architectural
Electiv in Science		Drawing 40
		Electiv in Science

#### FOURTH YEAR

Administration and Su-	Machine Design 41	Adv. Exposition 41
pervision of Ind. Ed. 46	Printing or	Industrial History 45
Adv. Auto Work 44a	Electiv A	or 46
Printing or electiv A	Teaching	Pattern Making 48
Electiv A	Thesis	Electiv A

Students pursuing this curriculum who are found to be deficient in penmanship, spelling, English composition, or oral expression are required to take special courses in these subjects during the winter term or spring term.

The third term of teaching may be omitted if an average grade of 85 has been made in the two terms.

Students graduated from this curriculum are entitled to a special certificate for teaching manual training.

By completing six additional elementary major subjects chosen from curriculums A, B, or N, students may obtain a limited state elementary certificate.

Four-year graduates (p. 27) may obtain a high-school certificate.

**CURRICULUM F****SPECIAL CURRICULUM IN ART AND DESIGN**

72 Weeks—24 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Perspectiv	Art Appreciation 38	{ Bookmaking Elementary Wood- work
*Nature Study 31	Introd. to Teaching	
{ Color 35	Mechanical Drawing	Psychology 33
{ Design 30	{ Constructiv Drawing	Commercial Art
{ Prim. Handwork	{ Physical Training	{ Blackboard Drawing
{ Physical Training		{ Physical Training

**SECOND YEAR**

Pottery	Metal Craft	Art Organization
Advanst Crafts 39	Advanst Drawing	Costume Design
General Method	Home Decoration	Painting or Color
Teaching	Teaching	Practis
		Teaching or
		*Prin. of Education

Students pursuing this curriculum who ar found to be deficient in penmanship, spelling, English composition, or oral expression ar required to take special courses in these subjects during the winter term or spring term.

For the stard subjects substitutions may be made with the approval of the Dean.

The third term of teaching may be omitted only if an average grade of 85 or more has been made in two terms.

It is recommended that Physiology 31 and Principles of Education or Economics be taken in a summer term.

Students graduated from this curriculum receiv a special certificate for teaching art and design.

By completing six additional major courses in elementary-school subjects chosen from curriculums A, B, or N, such students may secure a limited state elementary certificate.

Beginning with the fall term 1931, Curriculum F wil take on one additional year of art work; then with twelve approved academic credits (four of them electiv) a student finishing this course wil receiv a degree in Education.



## CURRICULUM G

### SPECIAL CURRICULUM IN PHYSICAL EDUCATION

78 Weeks—28½ Credits

#### FIRST YEAR

FALL	WINTER	SPRING
Introd. to Teaching	Psychology	General Method
Zoology 31	Anatomy	Kinesiology
Chemistry 31	Chemistry 32	Physiology 31
*Literary Types 32	Science of Discourse	Playground Super- vision
Physical Activities I	Physical Activities II	Physical Activities III

#### SUMMER TERM

Sociology 36, or  
Social Psychology 38  
School Management

#### SECOND YEAR

Theory of Physical Ed.	Physiology 32	Physical Diagnosis
*Growth and Develop- ment	Teaching	Teaching or
Teaching	Physical Education	*Principles of Educa- tion
Technique of Sports	Method	{ Festivals
Physical Activities IV	Individual Gymnastics	{ Anthropometry
Dancing I	Physical Activities V	Physical Activities VI
	Dancing II	Dancing III

Students who have had a year of high-school chemistry or Zoology may substitute for these courses.

Students who are deficient in English will be required to take additional courses in Reading, Spelling, Penmanship, Composition or Grammar, as may be needed. These courses may be taken in summer terms or during the first year.

This curriculum leads to a special diploma in Physical Education. Students in other curriculums may elect courses from this curriculum as substitutes for standard subjects. (See rule 5, page 28.)

By arrangement with the Dean two additional years of work in correlated subjects may be arranged leading to the degree in Education.

Students graduated from this curriculum receive a special certificate for the teaching of physical education. By electing six additional elementary courses from curriculums A, B, or N, they may receive a limited state elementary certificate.

The third term of teaching may be omitted if an average grade of 85 has been made in two terms.

**CURRICULUM G-E****SPECIAL CURRICULUM IN PHYSICAL EDUCATION FOR MEN**

78 Weeks—28 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Anatomy	Personal Hygiene 35	Playground Supervision
Psychology	Science of Discourse	School Management
Physiology 31	General Method	Organization of Physical Education
Physical Training 7	Physical Training 8	Physical Training 9
*Farm Animals	*Feeds and Feeding	*Horticulture
*Bench Work	*Bench Work	*Wood Turning
*Physics 37	*Physics 38	*Physics 39
*Chemistry 31	*Chemistry 32	*Chemistry 33

**SUMMER TERM**

High-school Teaching  
Sociology 31 or  
Economics 31

**SECOND YEAR**

Kinesiology 38	Physical Diagnosis 39	Physiology of Exercise 39a
Autumn Sports 32	Winter Sports 33	Spring Sports 34
Teaching	Teaching	Teaching
	Physical Practis	
*Crop Production	*Soil Physics	*Farm Management
*Man. Train. Organ.	*Furniture	*Architectural Draw.
*Botany 32	*Zoology 32	*Furniture Design

\*By taking one stard subject each term in one department in addition to the required group the student may be prepared to teach manual training, agriculture, or general science in addition to physical education.

Any other minor besides those specifically provided for above may be elected by arrangement with faculty advisors.

The same regulations with regard to deficiencies in English hold here as in other curriculums.

Students graduated from this curriculum receive a special certificate to teach Physical Education. By taking six additional courses in common branches selected from A, B, or N, a limited state elementary certificate may be had.

# CURRICULUM H (Major)

144 Weeks—48 Credits

FOUR-YEAR CURRICULUM IN HOME ECONOMICS COMPLYING WITH THE  
SMITH-HUGHES ACT

## FIRST YEAR

FALL	WINTER	SPRING
Beginning Clothing 31	Garment Making 32	Dressmaking 33
Chemistry 31	Chemistry 32	Chemistry 33
Textils	Psychology 33	Botany 31
Color 35	Drawing 30	Design 30
Physical Training	Physical Training	Physical Training

## SECOND YEAR

Dress Design 37	Advanst Dressmak- ing 41	Physiological Chem- istry
Cookery 31	Cookery 32	Home Management 33
Chemistry 37	Chemistry 38	High-school Teaching
Science of Discourse	Food Mycology 33	Physiology 31

## THIRD YEAR

Home Econ. Org. 43	Economics 31	Sociology 31 or
Exper. Cookery 41	Home Nursing 42	Social Psychology 38
Physics 33	Physics 34	Sanitation 42
Gen. Method 34	Public Speaking or	Dietetics 43
	Commercial Geog.	Home Planning 46

## FOURTH YEAR

Home Econ. Admin.	Child Welfare 43	Home Management 45
Social Pathology	Senior Thesis	Electiv A
Advanst Exposition	School Management	Electiv A
Teaching	Teaching	Teaching

Students graduated from this curriculum receive the degree, Bachelor of Education and a special certificate enabling them to teach Home Economics in Smith-Hughes high-schools as well as in high-schools not receiving funds under the Smith-Hughes Act.

**HOME ECONOMICS CURRICULUM (Minor)**

BASED ON FIRST TWO YEARS OF CURRICULUM H

78 Weeks—26 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Beginning Clothing 31	Garment Making 32	Dressmaking 33
Chemistry 31	Chemistry 32	Chemistry 33
Textils	Introd. to Teaching	*Botany 31
Color 35	Drawing 30	Design 30
Physical Training	Physical Training	Physical Training

**SUMMER TERM**

Psychology 33  
Physiology 31

**SECOND YEAR**

Cookery 31	Cookery 32	Home Management 33
Chemistry 37	Chemistry 38	School Management 36
Home Econ. Organ.	Science of Discourse	Chemistry 39
General Method 34	Teaching	Teaching

\*Electivs may be substitutes for the stard subjects.

**CURRICULUM IN ELEMENTARY HOME ECONOMICS**

72 Weeks—24 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Beginning Clothing 31	Garment Making 32	Dressmaking 33
Cooking 31	Cooking 32	Household M'g't 33
Textils	Introd. to Teaching 31	Psychology 33
Color 35	Drawing 30	Design 30
Physical Training	Physical Training	Physical Training

**SECOND YEAR**

Home Econ. Org. 43	Advanst Dressmaking	Economics 31
Physiology 31	Home Nursing 42	*Public Speaking
Dress Design or	School Management	Science of Discourse
Experimental Cookery	Teaching	Teaching
General Method 34		

Graduates from these curriculums receive a special certificate in Home Economics. By completing six additional courses in the common branches elected from A, B, or N, a limited state elementary certificate may be obtained.



# CURRICULUM—I

## THREE-YEAR CURRICULUM IN AGRICULTURE

108 Weeks—37½ Credits

### FIRST YEAR

FALL	WINTER	SPRING
Farm Animals 31	Feeds and Feeding 32	Horticulture 33
Chemistry 31	Chemistry 32	Chemistry 33
Zoology 31	Zoology 32	Science of Discourse
Rural Education	Psychology 33	Botany 31
Physical Training	Physical Training	Physical Training

### SECOND YEAR

Crop Production 34	Soil Physics 35	Farm Management 36
General Method	Economics 31	*Biology 33
Botany 32	Physiology 31	School Management
*Physics 37	*Physics 38	*Physics 39

### THIRD YEAR

Dairy Husbandry 37	Farm Machinery 38	Genetics 40
*Chemistry 37, or	*Chemistry 38	*Commercial Geograpy,
Farm and Home Car-	Botany 45, or	or Auto Mechanics
penry	Botany 42	Bacteriology 46, or
Botany 44, or	Teaching	Zoology 46
Zoology 44		Teaching
Teaching		

The third term of teaching may be omitted if an average grade of 85 has been made in two terms.

A diploma may be issued at the end of the second year. Students who desire a diploma at the end of the second year should substitute teaching for two terms in Physics.

Students deficient in writing, spelling, pronunciation, English composition, or in the use of the dictionary, should take additional courses in these subjects. An examination is given early in the fall term.

Students who desire thoro preparation to serv as principals of community high schools should combine this curriculum with studies offerd in the country-school department, or in curriculum M.

Students preparing to teach Agriculture in community high schools should, if they can, spend three years in the Teachers College.

James R. Holbert, has offerd a gold medal to the student in Agriculture most proficient in judging corn on the utility basis during the fall term.

Graduates from this curriculum may receive a special certificate in Agriculture. Students completing two-years work may receive such certificate by including four terms in education and two in practis teaching.

To obtain a limited state elementary certificate six courses in the common branches must be added, chosen from A, B, or N.

**CURRICULUM E—I****AGRICULTURE AND MANUAL TRAINING****84 Weeks—29½ Credits****FIRST YEAR**

FALL	WINTER	SPRING
Farm Animals	Feeds and Feeding	Horticulture
Chemistry 31	Chemistry 32	Chemistry 33
Bench Work	Bench Work	Wood-Turning
Psychology	Science of Discourse	Botany 31
Physical Training	Physical Training	Physical Training

**SUMMER TERM**

**Elective C or B**  
**Zoology 31**

**SECOND YEAR**

Crop Production	Soil Physics	Farm Management
Mechanical Drawing	Furniture 32	Sheet Metal Drafting
General Method	School Management	H. S. Teaching
Man. Train. Organ.	Teaching	Teaching

**SUMMER TERM**

**\*Commercial Geograpy**  
**\*Zoology 32, or**  
**\*Botany 32**

This curriculum is provided for young men who desire positions in village high schools or small community high schools.

Students deficient in writing, spelling, pronunciation, English composition or the use of the dictionary should take additional courses in these subjects.

This curriculum leads to a special certificate in Manual Training and Agriculture. For a limited state elementary certificate six elementary subjects chosen from curriculum A, B, or N, should be added.

## CURRICULUM J

### TEACHER-TRAINING COURSE IN COMMERCE

78 Weeks—26 Credits

#### FIRST YEAR

FALL	WINTER	SPRING
Accounting 31	Accounting 32	Accounting 33
Shorthand 31	Shorthand 32	Shorthand 33
Typewriting 31	Typewriting 32	Typewriting 33
Psychology 33	General Method 34	Electiv
Physical Training	Physical Training	Physical Training

#### SUMMER TERM

Economics 31  
School Management

#### SECOND YEAR

Shorthand 34	Shorthand 35	*Shorthand 36
Typewriting 34	Typewriting 35	Offis Training 36
{ Salesmanship 35	Business Organization	†Industrial History
{ Commercial Law 34	36	†Finance 37
High School Teaching	Commercial Law 34a	†Commercial Geog. 37
Teaching	Teaching	Teaching

The electiv in the spring term of the first year must be some elementary subject from curriculum A, B, or N.

\*In the spring term of the second year, a choice is permitted between Shorthand 36 and Teaching, providing the student's previous grades in teaching and in Shorthand 35 average 85 or more.

†In the spring term of the second year, the student has the option of choosing two of the following courses: Finance, Commercial Geograpy, and Industrial History.

Courses in Typewriting, Salesmanship and Commercial Law are half-credits.

Students deficient in Penmanship will be required to take a course in that work in addition to the above.

Students entering with high-school credits in Shorthand and Typewriting may modify this program under advizement.

Students found deficient in English ar required to take an additional no-credit course in that subject.

This curriculum is the minimum requirement for a special teachers certificate. To obtain a limited state elementary certificate, there must be added five elementary subjects chosen from curriculums A, B, or N.

**CURRICULUM J (Major)****TEACHER-TRAINING COURSE IN COMMERCE**

108 Weeks—38 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Accounting 31	Accounting 32	Accounting 33
Shorthand 31	Shorthand 32	Shorthand 33
Typing 31	Typing 32	Typing 33
Science of Discourse	Physical Training 2	Electiv
Physical Training 1	Psychology	Physical Training 3

**SUMMER TERM**

General Method  
Electiv

**SECOND YEAR**

Commercial English	Business Math.	Shorthand 36, or
Shorthand 34	Shorthand 35	Commercial Geog.
Typing 34	{ Typing 35	Offis Training
Electiv	{ *Public Speaking	Finance 37
Economics 31	Business Organization	School Management

**THIRD YEAR**

{ Salesmanship	{ *Public Speaking	Business Man. 44
{ Commercial Law	{ Commercial Law	Industrial History
Accounting 41	Marketing	Accounting 43
High School Teaching	Accounting 42	Teaching
Teaching	Teaching	

Students deficient in grammar, or English composition ar required to take additional courses in the same. An examination is given early in the fall term.

The electivs may be any elementary subjects choosen from curriculums A, B, or N.

This curriculum leads to a special certificate. For a limited state elementary certificate three additional elementary subjects should be chosen from curriculum A, B, or N.

Courses in Typing, Public Speaking, Salesmanship and Commercial Law count as half-credits.

No student may be graduated from this curriculum who is deficient in Penmanship.



## THE FOUR-YEAR CURRICULUMS

The purpose of the four year curriculums is to afford adequate professional preparation for high-school teachers, principals, superintendents, and special teachers. They provide for two years work in the Junior College, two years in the Senior College.

High-school graduates having the special preparation set forth on page 22 are admitted to the Junior College and a program of study four years in length. (48½ credits.)

Students who have completed Curriculum A or B are admitted to Curriculum L from which they may be graduated after two additional years of work. In case of transfer to Curriculum K a special program approved by the Dean and requiring more than two additional years of work will need to be followed. Students who have completed any other two-year curriculum may arrange with the Dean for two additional years of work in correlated subjects leading to the degree in Education.

College graduates are admitted to the Senior College and to a special professional curriculum one year in length. (12 credits, eight of them in education and teaching, unless the previous undergraduate course contained work in this field.)

All students completing the prescribed curriculum receive the degree, Bachelor of Education.

Students completing the curriculum of the Junior College may receive the junior college diploma, if they have two credits in teaching with a grade not lower than 80.

In the Senior College six curriculums are offered. Curriculum K, which admits of wide variation, is for high-school teachers. Of the forty-eight and one-half credits required twenty-one and one-half are prescribed. The other twenty-seven are elective. To avoid undue congestion in certain classes students should take the required educational subjects of the first two years in the order indicated for the different groups, as shown at the bottom of page 47.

Economics 31 is required of all second-year students.

The elective courses fall into three lists designated C, B, and A.

First-year students may select from List C.

Second-year students may select from List B and C.

Students of the Senior College must select twelve of their elective courses from List A, the others may be chosen from List B. No course in List A may be taken unless its prerequisites in the Junior College have been completed. College graduates may choose their electives from any list, or from any curriculum approved by the President or Dean. Two of the three terms in practical teaching listed in the Senior College may be taken in the second year. One must be taken in the last year.

Students in Curriculum K are required to select major subjects in accordance with the requirements for high-school certificates prescribed by the State Examining Board. There should be three majors, in each of which six credits are made and three minors in which three credits are made. It is best that one major extend to nine credits. The student is expected to take also such other courses related to his major as are prescribed by the head of the department in which the major lies. As a rule

the electivs chosen should run thru the year. Six of the electivs chosen in the first two years should be in one major, three in a minor.

Of the 24 credits required in the Senior College not less than twelv must be obtaind in residence at Normal.

Curriculum H major in Home Economics prepares students for teaching in Smith-Hughes high schools. It contains 16 technical courses in Home Economics, 12 courses in related sciences, 7 courses in education and practis teaching, 14 courses in miscellaneous subjects.

Curriculum L is pland for principals and supervisors of elementary schools. It contains courses in the content and method of the elementary school subjects with several courses in education dealing with the problems of teaching and supervision.

Curriculum M is pland for village principals and superintendents. It includes a variety of courses covering the studies of the elementary and high-school fields that ar not usually taught by special teachers. To these ar added courses in eduction and supervision. A large number of options ar provided.

While students who complete two years of this work may now receiv a limited state elementary certificate and become legally qualified to teach in high-schools, it is probable that this provision of the law wil soon be repeald. Students are strongly advized to complete at least three years work before undertaking high-school teaching even in two-year or three-year high-schools. If their electivs hav been properly chosen, they may pass the examination for a state high-school certificate.

Students who can attend the Normal University only one year ar advized not to undertake Curriculum K. They should rather prepare to teach in the elementary school where employment is more certain. Teachers with meagre preparation cannot expect employment in high-schools. The first year's work in Curriculum N is pland especially for one-year students.

Graduates of the Senior College may be admitted to the graduate school of the University of Illinois subject to a tentativ condition of from eight to sixteen semester hours. If the person proves to be a superior student, the condition is canceld; if an average student he is held for eight semester hours, which may be carried parallel to his graduate work; if an inferior student, he must make up the full condition of sixteen semester hours.

Graduates of the Senior College who hav completed eight content courses (20 Semester hours) in any major subject in addition to the required work in education and one year of college study in Latin, Greek, French, or German ar admitted to the graduate school of the University of Illinois without condition.

All students graduating from four-year curriculums ar required to take the course in Advanst Exposition and to write a graduating thesis under the rules stated on page 24.

The four-year curriculum in Industrial Arts is pland for high-school teachers in this field; the first two years for elementary teachers.

Curriculum K-P, as adapted for students majoring in the physical sciences, is shown on a separate page.

# TEACHERS COLLEGE CURRICULUM K

144 Weeks—48½ Credits

The required studies in pedagogy scheduled for the second year may be deferred until the third year; those of the third year until the fourth year, if the curriculum is not interrupted.

Two substitutes may be taken for standard courses to make up conditions. See page 22.

For electives to complete this curriculum see pages 48 and 49.

## FIRST YEAR

FALL	WINTER	SPRING
Psychology 33	General Method	H. S. Teaching
Physiology 31	*Music 30 or 31	*Drawing 30
Physical Training	Physical Training	Physical Training
Elective C	Elective C	Elective C
Elective C	Elective C	Elective C

## SECOND YEAR

Grammar 31	School Management	*Principles of Education
*Reading 31	*Public Speaking	Science of Discourse
Economics or	Elective B or	Elective B or C
Elective B or C	Economics 31	Elective B or C
Elective B or C	Elective B or C	Elective B or C

## THIRD YEAR

School Administration	School Administration	School Administration
or Research Problems, or	or Measurement of Intelligence, or	Education Tests or
Adv. Ed. Psychology 41	History of Education	Applied Psychology or
or History of Education	Elective A, or B	History of Education
Advanced Exposition	Elective A	Elective A, or B
Elective A, or B	Elective A	Elective A
Elective A	Elective A	Elective A

## FOURTH YEAR

Teaching	Teaching	Teaching
Elective A, or B	Elective A	Elective A
Elective A	Elective A	Elective A
Elective A	Thesis	Elective A

Three electives of rank B may be substituted for two electives of rank A. First-year students are excluded from all classes in senior college subjects. Two terms of teaching may be elected in the second year.

Students without Zoology or General Science in the high-school should take Zoology in first term, Physiology in second term.

Students following this curriculum are divided into three groups according to their surnames: A-F, G-N, O-Z. They should after the first term take these required studies in this sequence:

WINTER	SPRING	FALL	WINTER
A-F Gen. Method	Grammar	School Manage.	H. S. Teaching
G-N Grammar	Gen. Method	H. S. Teaching	School Manage.
O-Z Grammar	H. S. Teaching	Gen. Method	School Manage.

**ELECTIV COURSES IN THE TEACHERS COLLEGE****LIST C—FOR FIRST YEAR STUDENTS**

Arithmetic 31 or 32	Geometry 31	Algebra 31
Algebra 30	Physics 34	Geometry 32
Physics 33	Chemistry 32	Astronomy 34
Chemistry 31	Zoology 32	Nature Study 32
Zoology 31	Geografy 31	Chemistry 33
Geografy 30	History 32	Botany 31
History 31	Medieval History 38	Geografy 34
Ancient History 37	Lit. Method 31	History 34
Literature 32	Caesar-Cic. Method 32	Modern History 35
Latin Method 31	French 32	Hist. of Eng. Lang. 34
French 31	Spanish 32	Latin Composition 33
Spanish 31	Constructiv Draw. 33	French 33
Perspectiv 32	Mechanical Draw. 35b	Spanish 33
Mechanical Drawing 35	Clothing 32	Color 35
Textils 34	Accounting 32	Dressmaking 33
Accounting 31	Sociology 31	Accounting 33
Rural Education 39		Wood-turning 31
		Social Psychology 38

**LIST B—FOR SECOND YEAR STUDENTS**

Trigonometry 31	College Algebra 32	Analytics 33
Physics 37	Physics 38	Physics 39
Chemistry 37	Chemistry 38	Chemistry 39
Botany 32	Geografy 38	Systemat. Biology 33
Geografy 35	Geografy 37	Geografy 37
Geografy 39	Radio Comm. 36	Geografy 36
English History 36	Political Parties 32	Sociology 37
Political Science 31	Hist. of Eng. Lit. 34	Municipal Prob. 33
English Poetry 33	Jun. Shakspeare 37	Hist. Amer. Lit. 35
Wordsworth-Milton 36	Journalism 33	Modern Literature 38
Reading Method 33	Latin 38	Public Speaking 36
Latin 37	French 35	Latin 39
French 34	Spanish 35	French 36
Spanish 34	H. S. Music 34	Spanish 36
Music Methods 33	Art Appreciation 38	History of Music 35
Design 31	Metal Crafts 33	Painting 39A
Pottery 34	Home Decoration 36	Bookmaking 35
Dress Design 37	Foods 32	Adv. Crafts 39
Foods 31	Furniture 32	Home Management
Machine Drawing 36	Food Selection 35	Architect. Drawing 37
Sociology 36	Soil Physics 35	Furniture Design 39
Clothing Selection 34	Business Organ. 36	Home Problems 36
Electr. Construct. 30b	Anatomy 31	Horticulture 33
Crop Production 34	Helth Education 34	Finance 37
Commercial Law 34		Physical Diagnosis 33
Salesmanship 35		Helth Education 34
Growth and Develop. 36		



LIST A—FOR SENIOR COLLEGE STUDENTS

*Calculus 41	*Calculus 42	*Calculus 43
†Hist. of Math. 44	Arith. Teaching 41	†Sen. H. S. Math.
*Physics 41	*Physics 42	Teach. 46
†Physics 44	†Physics 45	*Physics 43
	†Jun. H. S. Math.	†Physics 46
Chemistry 43	Teach. 45	Applied Psychol. 42a
*Plant Pathology 44	Chemistry 44	Chemistry 45
†Plant Morfology 41	*Bacteriology 45	*Bacteriology 46
*General Zoology 41	†Plant Physiology 42	†Plant Ecology 43
†Entomology 44	*General Zoology 42	*General Zoology 43
Teaching Physics 46	†Heredity 45	†Economic Entomol. 46
Nature Study 41	Biology Method 40	Sanitation 42
	Nature Study 42	School Gardens 43
	Village Schools 40	
Oratory 48	†H. S. Geografy 42	Geograf. Influences 40
†Political Geografy 41	*Climatology 45	†Conservation 43
†British Poetry 45	American History 42	*Geology 46
*Anthropogeografy 44	European History 45	American History 43
American History 41	Adv. Argumentation 42	European History 46
European History 44	*Child Welfare 43	Creativ Prose 42
Social Psychology 49	*Money & Banking 43	*Social Reform 45
*Social Pathology 41	†Industrial Relations 44	Rural Sociology 40
†Social Institutions 42	*English Drama 43	*Am. Ind. History 45
*International Trade 41	†Browning 46	†Eng. Ind. History 46
†Taxation 42	American Prose 47	
*American Poetry 42	Adv. Exposition 41	*The Novel 44
†British Poetry 45	Modern Drama 44	†British Prose 48
Advanst Exposition 41	Platform Reading 46	College Shakespere 41
Argumentation 41	*Horace 42	Play Coaching 45
The Speaking Voice 43	†Pliny 45	Adv. Public Speak. 47
*Livy 41	†French 42	*Ev. of Morality 47
†De Senectute 44	*French 45	†Social Ethics 48
†French 41	Agric. Marketing 44	Vergil-Ovid Method 43
*French 44	Marketing 40	Lat-Engl. Etymol. 46
Adv. Accounting 41	Adv. Accounting 42	†French 43
		*French 46
		Genetics 40
		Bus. Management 44
		Adv. Accounting 43

\*Taught in 1931-32 and in alternate years thereafter.

†Taught in 1930-31 and in alternate years thereafter.

**CURRICULUM K—P**

FOR STUDENTS DESIRING TO MAKE THE PHYSICAL SCIENCES THEIR  
MAJOR SUBJECTS

144 Weeks—49 Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Psychology 33	General Method 34	H. S. Teaching 38
Advanst Algebra 30	Trigonometry 31	Analyt. Geom. 33
Chemstry 31	Chemistry 32	Chemistry 33
Physiology 31	Mechanical Drawing	Drawing 30 or Music 30
Physical Training	Physical Training	Physical Training

**SECOND YEAR**

Grammar 31	School Management 36	Prin. of Education 35
Physics 37	Physics 38	Physics 39
Chemistry 37	Chemistry 38	Botany 31
Economics 31	Electiv A or B	Sociology 31

**THIRD YEAR**

Physics 41	Physics 42	Physics 43
Chemistry 43	Chemistry 44	Electiv A or B
Botany 32	Science of Discourse 32	Adv. Exposition 41
Electiv A	Electiv A	Electiv A

**FOURTH YEAR**

Teaching	Chemistry 47 or	Physics 47 or
Thesis	Physics 47	Chemistry 47
French 31	French 32	French 33
Electiv A	Electiv A	Physics 46
	Electiv A	Electiv A

Students in this course should elect three terms of calculus in either the third or fourth year.

Graduates from this curriculum receive a limited state high-school teacher's certificate. Three credits of practis teaching ar required, one of them in the fourth year.

## CURRICULUM L

FOR PRINCIPALS AND SUPERVISORS OF ELEMENTARY SCHOOLS

144 Weeks—48 Credits Including 16 "A" Credits

### FIRST YEAR

#### FALL

Intro. to Teaching  
\*Arithmetic 31  
Geografy 31  
{ Drawing 30  
{ Physical Training

#### WINTER

Psychology 33  
Arithmetic 32  
Phonics and Reading 31  
{ \*Music 30  
{ Physical Training

#### SPRING

General Method  
Grammar 31  
{ Geografy 32  
{ Primary Reading  
{ \*Prim. Handwork  
{ Physical Training

### SECOND YEAR

School Management  
\*History Method 33  
Nature Study 31  
Science of Discourse

Teaching  
History 31  
\*General Science 30  
Sociology 31

\*Prin. of Education  
History 32  
Physiology 31  
{ Intermed. Language  
{ Children's Literature  
{ or Reading Method

### THIRD YEAR

Rural Education or  
Educa. Psychology  
Literature Method  
\*Political Science or  
Sociology 36  
Teaching

Village Schools or  
\*Educa. Psychology  
Public Speaking or  
Economics 31  
Advanst Exposition  
Social Psychol. 49

Educational Tests  
\*Coll. Shakespere 41  
\*Biology 33  
Rural Sociology 40

### FOURTH YEAR

School Administration  
History of Education  
or  
\*Literature 42 or 45  
The Speaking Voice  
\*Geografy 41 or 37

School Administration  
History of Education  
or  
\*Literature 43 or 46  
Thesis  
\*Art Appreciation

School Administration  
History of Education  
or  
\*Literature 44 or 47  
Teaching  
Supervision of Inst. 51

\*Electivs chosen from Curriculum K may be substituted for stard courses according to rule 5, page 28.

Graduates of this curriculum may receiv a limited state supervisory certificate after having taught successfully for four years in the common schools.

**CURRICULUM M****FOUR-YEAR CURRICULUM FOR PRINCIPALS AND SUPERINTENDENTS**

48½ Credits Including 15 "A" Credits or their Equivalent

**FIRST YEAR**

FALL	WINTER	SPRING
Introd. to Teaching	Physiology 31	Psychology 33
Zoology 31	Zoology 32	Botany 31
Grammar 31	Science of Discourse	Geografy 31
Arithmetic 32	{ Drawing 30	{ Music 30
Physical Training	{ Physical Training	{ Physical Training

**SECOND YEAR**

General Method	Teaching	School Management
Reading 31	Public Speaking or	Literature Method
Political Science	Social Psychology 38	*History 32
*Physics 37	History 31	*Biology 33 or
	*Physics 38	Sociology 31

**THIRD YEAR**

Educational Psychol. or Sociology 36	Educational Psychol- ogy or Village	Educational Tests or Rural Sociology 40
Botany 32	Schools	Advanst Exposition
Economics 31	*General Science 30	*Prin. of Education
Teaching	Economics 43	Algebra 31
	Geometry 31	

**FOURTH YEAR**

History of Education *or History 41 or 44	History of Education *or History 43 or 45	History of Education *or History 43 or 46
School Administration	School Administration	School Administration
Sociology 43 or 44	*Evolution	Thesis
*Geografy 41 or 44	Geografy Method	Teaching

Electivs chosen from Curriculum K may be substituted for stard courses according to rule 5, page 28.

Students who ar deficient in spelling, pronunciation, written composition, or oral reading ar required to take additional courses to remedy this deficiency.

Three credits of teaching ar required, one of them in the fourth year.



## CURRICULUM N

### COUNTY-SCHOOL PROGRAM FOR HIGH-SCHOOL GRADUATES

72 Weeks—24 Credits

#### FIRST YEAR

FALL	WINTER	SPRING
Co. Sch. Management	Country-School Teaching	History 33 or 31
Arithmetic 31	Geografy 31	{ Geografy 32
or Rural Practis	Rural Practis or	{ Interm. Lang.
Nature Study 33	{ Phonics and	Grammar 31
{ Primary Handwork	{ Primary Reading	or Rural Practis
{ Physical Training	{ Drawing and Writing	{ Music 30
	{ Physical Training	{ Physical Training

#### SECOND YEAR

Psychology 33	Rural Hygiene	Sociology 31
Science of Discourse	General Science or	*Arithmetic 32 or
Children's Literature	Food Selection or	Economics 31
{ Reading 31	Agriculture	*U. S. History 32
{ Teaching or	General Method	
Rural Education	Teaching	Nature Study 34

This curriculum is intended for students who wish to teach in superior country-schools and consolidated schools. The aim is to use in every course illustrations and examples drawn from country problems and conditions.

Electivs may be substituted for the stard courses according to rule 5, page 28.

Students found deficient in spelling, pronunciation, composition, arithmetic, or oral reading wil be required to take additional courses to remove this deficiency.

Students who hav had one year of training or experience wil hav practis teaching in the fall term. Others in later terms. Transportation is furnisht to five rural practis schools near Bloomington, where student teachers hav an excellent opportunity to teach under skild supervision.

This curriculum leads to a limited elementary certificate.

## PROGRAM P

### THE PREPARATORY PROGRAM

Many high-school graduates who enter the Normal University have not studied all the required subjects listed on page 22. Other mature students, unclassified when admitted, need to complete the entrance requirements. For these students three plans are provided.

1. They may enter any first-year college class, if they are, in the judgment of the instructor, qualified to pursue the subject successfully.

2. They may enter certain classes numbered 30, for adult students in high-school subjects. In these preparatory classes the daily stride is about fifty per cent greater than in high-school classes.

3. They may enter classes in the University High School. All conditions must be removed within two years.

For students found deficient in English and Arithmetic "no-credit classes" are provided each term in Reading, Penmanship, Spelling, Composition, and Arithmetic.

Any class offered may be discontinued if enrolment is fewer than ten.

### LIST OF PREPARATORY CLASSES

FALL	WINTER	SPRING
Rhetoric 30	Arithmetic 30	Civics 30
Arithmetic 30	Chemistry 30	Arithmetic 30
Chemistry 30	Reading 30	English History 36
Reading 30	Geography 30	Chemistry 30
Geography 30	Composition 30	Reading 30
Composition 30	Penmanship	Geography 30
Penmanship	Spelling	Composition 30
Spelling		Penmanship
		Spelling

## THE UNIVERSITY HIGH SCHOOL

The act of the State Legislature creating Township Scholarships in the state normal schools for the benefit of graduates of the eighth grade obliges these institutions to provide high-school courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular teachers college program.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of twenty-five dollars per term, or eight dollars per study where partial work is taken. The school accommodates 230 students.

Students whose tuition is to be paid from non-high-school district funds should secure the necessary permits early in the fall term.

The high-school students are seated in a separated study hall in charge of a principal and six teachers, who devote their entire time to the instruction and care of these high-school students and to the supervision of their work. Twenty-one other members of the regular faculty teach or supervise classes in the high-school.

On pages 56-60 five programs of study are outlined; one with Latin and French for such students as expect to enter college courses with these entrance requirements; another designed especially for girls, giving a large place to household economy; a commercial program; a manual training program; an agricultural program. Music must be taken at some time during the first three years. Monthly rhetorical exercises are required of all students. Physical training at least three times a week.

Class hours extend from 8:00 A. M. to 4:30 P. M. Students are on duty in classroom, laboratory, shop, study hall, or library during each class period unless excused by the principal.

It is the intention to develop this department into a model high-school. While the value of liberal culture and the demands of citizenship receive due recognition in the arrangement of its courses, it is proposed to meet the growing demand that the high-school course shall prove directly servicable in preparing for high efficiency in useful occupations. Accordingly there are arranged five chief programs, each four years in length, differing in the prominence given to particular groups of studies, and looking respectively toward the speaking and writing professions, medicine and agriculture, engineering and building trades, commerce, and household arts.

Graduates of the University High School are admitted without examination to all universities and colleges belonging to the North Central Association of Colleges and Secondary Schools.

Holders of township scholarships and others who contemplate entering the University High School are requested to register as early as is possible. Registration may be by mail.

A special bulletin describing the University High School will be furnished upon application.

**FOREN LANGUAGE CURRICULUM****FIRST YEAR**

FALL	WINTER	SPRING
Latin 11	Latin 12	Latin 13
English	Literature 12	Literature 13
Composition 11		
Algebra 11	Algebra 12	Algebra 13
*General Science 11	*General Science 12	*Physiology 13
*Clothing 11	*Clothing 12	*Clothing 13
*Benchwork 11	*Mechanical Drawing 11	*Manual Training 12

**SECOND YEAR**

Caesar 14	Caesar 15	Caesar 16
English Composition 14	Literature 15	Literature 16
Ancient History 11	European History 12	European History 13
*Biology 14	*Biology 15	*Biology 16
*Foods 14	*Foods 15	*Foods 16
*Farm Animals 11	*Feeds and Feeding 12	*Horticulture 13

**THIRD YEAR**

Cicero 21	Cicero 22	Ovid 23
or French 21	or French 22	or French 23
Literature 21	English Composition 22	Literature 23
Plane Geometry 21	Plane Geometry 22	Plane Geometry 23
*European History 21	*European History 22	*Civics 23
*Chemistry 21	*Chemistry 22	*Chemistry 23
		*Social Adjustment

**FOURTH YEAR**

Vergil 24	Vergil 25	Latin Prose Composition 26 or French 26
or French 24	or French 25	
Literature 24	Literature 25	*Literature 26
*U. S. History 24	*U. S. History 25	*Economics 26
Physics 24	Physics 25	Physics 26
*Advanst Algebra 24	*Algebra 24 and Geometry 25	*Solid Geometry 25
		*Social Adjustment

Pupils should elect one unit from the stard courses each year.

All girls ar urged to complete the two units in Foods and Clothing unless they hav had long courses in these subjects in the Elementary School.

The courses offerd in Latin and French ar continued in the Teachers College.

The senior mathematics is recommended for pupils who expect to attend colleges or universities that require three units of high-school mathematics for admission.

Students who intend to enter the Teachers College should be careful to include the requirements shown on page 22.

Social Adjustment is an electiv course in home economics for junior and senior girls.



## COMMERCIAL CURRICULUM

### FIRST YEAR

FALL	WINTER	SPRING
Penmanship 11, and Spelling	Business Methods 12	Business English 13
English Composition 11	Literature 12	Literature 13
Mathematics 11	Mathematics 12	Mathematics 13
*General Science 11	*General Science 12	*Physiography 13
*Clothing 11	*Clothing 12	*Clothing 13
*Benchwork 11	*Mech. Drawing 11	*Manual Training 12

### SECOND YEAR

Accounting 14	Accounting 15	Accounting 16
English Composition 14	Literature 15	Literature 16
Commercial Arith. 14	Commercial Arith. 15	European History 13
Biology 14	Biology 15	Biology 16

### THIRD YEAR

Shorthand 21	Shorthand 22	Shorthand 23
Typing 21	Typing 22	Typing 23
Literature 21	English Composition 22	Literature 23
U. S. History 24	U. S. History 25	Civics 26
*Chemistry 21	*Chemistry 22	*Chemistry 23
*Foods 14	*Foods 15	*Foods 16
		*Social Adjustment

### FOURTH YEAR

Shorthand 24	Shorthand 25	Shorthand 26
Typing 24	Typing 25	Typing and Office Training 26
Literature 24	Literature 25	Commercial Law 26
Commercial Geography 24	Industrial History 25	Economics 26
Physics 24	Physics 25	Physics 26
		*Social Adjustment

This curriculum is recommended to young people who expect to enter the business world.

All girls are advised to take two years' work in foods and clothing.

Pupils who expect to enter the Teachers College should elect branches that meet the requirements specified under "Accredited High Schools" in the University catalog.

Pupils will elect one of the standard units in the first and third years.

Social adjustment is an elective course in home economics for junior and senior girls.

**HOME ECONOMICS CURRICULUM****FIRST YEAR**

FALL	WINTER	SPRING
Clothing 11	Clothing 12	Clothing 13
Composition 11	Literature 12	Literature 13
General Science 11	General Science 12	Physiography 13
Color 11	Design 12	Dress Design 13
Physical Education 11	Physical Education 13	Physical Education 14

**SECOND YEAR**

Foods 14	Foods 15	Foods 16
Composition 14	Literature 15	Literature 16
General Mathematics 11	General Mathematics 12	General Mathematics 13
Biology 14	Biology 15	Biology 16

**THIRD YEAR**

Home Planning 21	Home Management 22	Home Problems
Literature 21	Composition 22	Literature 23
Chemistry 21	Chemistry 22	Chemistry 23
European History 21	European History 22	Industrial History 25

**FOURTH YEAR**

U. S. History 24	U. S. History 25	Civics 26
Literature 24	Literature 25	Literature 26
Commercial	Foods 25	Economics 26
Geography 24	Physics 25	Physics 26
Physics 24		

This curriculum is recommended as the best for girls who do not plan to enter some college in which algebra and geometry and some foreign language are required for admission. If such attendance is planned, the mathematics and language may be substituted for other courses as approved by the principal.

Pupils who intend to enter the Teachers College should plan to include in their curriculum the admission requirements shown in the Annual Catalog under "Accredited High Schools."

## MANUAL TRAINING CURRICULUM

### FIRST YEAR

FALL	WINTER	SPRING
Benchwork 11	Mechanical	Benchwork 12
	Drawing 11	
English		
Composition 11	Literature 12	Literature 13
Algebra 11	Algebra 12	Algebra 13
General Science 11	General Science 12	Physiography 13

### SECOND YEAR

Mechanical Drawing 12	Benchwork 13	Wood Turning 14
English Composition 14	Literature 15	Literature 16
Mechanics	Freehand Drawing 11	Bookkeeping 11
Arithmetic 11		
Biology 14	Biology 15	Biology 16

### THIRD YEAR

Pattern Making 21	Furniture 22	Furniture 23
	Design	Literature 23
Literature 21	Plane Geometry	Plane Geometry 23
Plane Geometry 21	*U. S. History 25	*Civics 26
*U. S. History 24	Gymnastics	

### FOURTH YEAR

*Art Metal 24 or	*Pottery 25 or	*Bookbinding 26 or
Concrete Construc-	Machine Drawing 25	Architectural
tion 21	Literature 25	Drawing 26
Literature 24	Industrial History 25	Literature 26
Commercial		Economics 26
Geography 24	Physics 25	
Physics 24	*Algebra 24 and	Physics 26
*Advanced Algebra 24	Geometry 25	*Solid Geometry 25

Pupils expecting to study engineering in a university or technical school are advised to elect the mathematics in the senior year.

This curriculum is especially recommended for boys who are fond of tools and who show aptitude for mechanical occupations or for the building trades.

Two years of French may be substituted for two of the standard units of the last two years.

One of the standard units may be omitted.

**AGRICULTURAL CURRICULUM****FIRST YEAR**

FALL	WINTER	SPRING
Farm Animals 11	Feeds and Feeding 12	Horticulture 13
Composition 11	Literature 12	Literature 13
Manual Training 11	Farm Arithmetic 11	Mechanical Drawing
General Science 11	General Science 12	Physiography 13

**SECOND YEAR**

Farm Crops 14	Soil Physics 15	Crop Production 16
Composition 14	Literature 15	Literature 16
Algebra 11	Algebra 12	Algebra 13
Biology 14	Biology 15	Biology 16

**THIRD YEAR**

†Concrete Construction	†Farm Bookkeeping 22	†Farm Machinery 23
Literature 21	Composition 22	Literature 23
Chemistry 21	Chemistry 23	Chemistry 23
Plane Geometry 21	Plane Geometry 22	Plane Geometry 23

**FOURTH YEAR**

*Soil Fertility 24	*Farm Management 25	*Genetics 26
Literature 24	Literature 25	Literature 26
*U. S. History 24	*U. S. History 25	*Civics 26
*Com. Geography	*Industrial History 25	*Economics 26
Physics 24	Physics 25	Physics 26

The agricultural science in the foregoing curriculum is in strict accordance with the program for agricultural high schools recommended by the Illinois Educational Commission.

It is expected that the strictly agricultural work shall occupy about one-fourth of the time of the pupil and that it shall be taught from a vocational standpoint to prospective or probable farmers.

With the facilities and equipment at the command of the State Normal University, proper material and methods are available for carrying out this curriculum in a way that is thoroughly practical; and a good basis is established not only for actual farming but for intelligent reading by the young farmer. The farm is not used for experiments to discover new agricultural truth, but for demonstration of good farming methods, of the effects of good fertilizers and rotations, of the proper care of live stock, and of other details of farm practice.

The other studies in the agricultural curriculum are chosen with regard to their value to the farmer-citizen. They comprise natural science, government, and such studies in English as will lead to fair skill in the use of the mother tongue, and to an appreciation of the best literature.

One standard course in each term of the fourth year may be omitted.

†Taught in 1929-30 and alternate years thereafter.



# PROGRAM OF FIRST HALF TERM, JUNE 16-JULY 25, 1930

8:00-8:45	8:50-9:35	10:20-11:10	11:15-12:00	1:40-2:25	2:30-3:15	3:20-4:10	4:15-5:00
Teach. Process Psychology General Method School Manage. H. S. Administra. Superv. of Instr. Hist. of Educa. Co. Sch. Teaching Co. Sch. Manage. Arith. Method A Percentage 23 Geometry Method Business Organ. Adv. Account. 42 Adv. Shorthand Begin. Typing Heat and Light Chem. 32 Physics 34 Chemistry 31 Zoology 31 Physiology Botany 31 Nature Study 31 Nature Study 33 Geography 33 Politt. Geography History Method Adv. Am. Hist. 41	Teach. and School Teach. Process Psychology General Method General Method Prin. of Educa. Educa. Tests Comm. Problems Co. Sch. Teaching Arith. Method B Adv. Ar. Method Mensuration 32 Solid Geometry Business Math. Adv. Account. 42 Begin. Shorthand Adv. Typing Physics 32 Physics 34 Chemistry 31 Zoology 32 Physiology Botany 31 Nature Study 31 Nature Study 33 Physiography Geog. East. Cont. Amer. History 31 Hist. of the West	Teach. Process Psychology General Method School Manage. H. S. Teaching School Administ. Village School Co. Sch. Manage. Arith. Method C Arith. Method D Mensuration 32 Trigonometry Adv. Account. 41 Marketing Begin. Typing Heat and Light Elem. Chem. 30 Organ. Chem. 41 Zoology 31 Evolution Botany 31 Bacteriology Farm Animals Geography 32 Geography 31 Geology Amer. History 31 Rec. Am. Hist. 32	Teach. and School Teach. Process Psychology General Method General Method Prin. of Educa. Measure Intel. Comm. Problems Co. Sch. Teaching Arith. Method E Mensuration 22 Advanst Algebra Elem. Bookkeeping Adv. Account. 41 Commercial Law Begin. Typing Heat and Light Physics 31 Organ. Chemist. 41 Zoology 31 Physiology Botany 31 Dairy Husbandry Geography 31 Geog. East. Cont. Amer. History 31 Medieval History	Teach. Process Psychology General Method School Manage. H. S. Administra. Superv. of Instr. Hist. of Educa. Co. Sch. Teach. Co. Sch. Manage. Arith. Method A Percentage 23 Geometry Method Bus. Organiza. Adv. Account. 42 Adv. Shorthand Begin. Typing Heat and Light Physics 34 Physics 32 Chemistry 32 Zoology 31 Botany 31 Physiology Botany 31 Farm Animals Geography 31 Geog. East. Cont. Amer. History 31 History Method	Teach. and School Teaching Process Psychology General Method General Method School Manage. Prin. of Educa. Educational Tests Comm. Problems Co. Sch. Teach. Arith. Method B Adv. Ar. Meth. 41 Percentage 32 Solid Geometry Business Math. Adv. Account. 42 Begin. Shorthand Adv. Typing Chemistry 31 Physics 32 Chemistry 32 Zoology 31 Zoology 32 Physiology Botany 31 Farm Animals Physiography Geog. East. Cont. Amer. History 31	Teach. Process Psychology Psychology General Method School Manage. H. S. Teaching School Administ. Village School Co. Sch. Manage. Arith. Method C Arith. Method D Percentage 32 Trigonometry Adv. Account. 41 Marketing Begin. Typing Physics 31 Heat and Light El. Chemist. 30 Evolution Zoology 31 Botany 31 Nature Study 32 Nature Study 41 Dairy Husbandry Geography 31 Geology Amer. History 31 Rec. Amer. History	Teach. and School Teaching Process Psychology General Method General Method School Manage. Prin. of Educa. Measure Intel. Comm. Prob. Co. Sch. Teach. Arith. Method E Mensuration 22 Advanst Algebra Elem. Bookkeep. Adv. Account. 41 Begin. Typing Physics 31 Organ. Chemist. El. Chemist. 30 Physiography Physiology Bacteriology Nature Study 32 Nature Study 41 Dairy Husbandry Geography 31 Comm. Geograpy Amer. Hist. 31 Medieval History

## PROGRAM OF FIRST HALF TERM, JUNE 16-JULY 25, 1930 — Concluded

8:00-8:45	8:50-9:35	10:20-11:10	11:15-12:00	1:40-2:25	2:30-3:15	3:20-4:10	4:15-5:00
Modern Europe 35 Govt. in Illinois Sociology Literary Types Mod. Ess. & Poetry Grammar 21 Grammar 31 Intermed. Lang. Sci. of Disc. Public Speaking Child Literat. Phonics Roman Life Begin. Spanish Primary Music Benchwork Carpentry Elect. Constr. Primary, Handwk. Industrial Art Blackboard Draw. Pottery Clothing Selec. Foods School Games Dancing Practis Teach. Practis Teach. Practis Teach. Teach. S. O. Home	Polit. Science Economics 31 Amer. Ind. Hist. Literature Meth. Jun. Col. Shak. The Novel Grammar 12 Grammar 31 Primary Reading Reading Method Phonics Penmanship Latin Method Adv. Spanish Music Method Benchwork Carpentry 47 Elect. Constr. Primary Handwk. Industrial Art Primary Drawing Pottery Clothing Selec. Foods Health Education Play Practis Interpret. Danc. 1st Prim. Observ. 1st & 2nd. Prim. Practis Teach. Teach. S. O. Home	Anc. History Civics 30 Economics 31 Social Psychol. Literat. Method American Prose Grammar 31 Journalism Adv. Exposition Primary Reading Modern Drama Child Literat. Phonics P Begin. French H. S. Music Pocat. Educa. 45 Mech. Drawing Primary Handwk. Color Prin. of Design Costume Design Dressmaking Home Econ. Org. Health Education Phys. Training Play Practis 1st Prim. Observ. 2nd Prim. Teach. Practis Teach. Teach. S. O. Home	Adv. Eur. Hist. 45 Economics 31 Public Finance Social Problems Literat. Method Wordsworth-Milt. Grammar 31 Sci. of Disc. Primary Reading Reading Poetry Play Coaching Phonics P Adv. French Music Reading Mech. Drawing Primary Handwk. Color Prin. of Design Costume Design Dressmaking Food Problem Coaching 1st Prim. Teach. 1 & 2 Prim. Obs. Practis Teach. Teach. S. O. Home	Adv. Am. History Modern Europe 35 Govt. in Illinois Sociology Literary Types Modern Literat. Grammar 21 Grammar 31 Sci. of Disc. Intermed. Read. Debating Child Literat. Phonics P Roman Life Begin. Spanish Primary Music Benchwork Carpentry 47 Crafts Projects Painting Blackbd. Draw. Foods Spring Athletics Conference Conference Conference S. O. Home	Hist. of the West Polit. Science Economics 31 Amer. Ind. Hist. Literat. Method Jun. Col. Shak. The Novel Grammar 12 Grammar 31 Journalism Adv. Exposition Reading Prose Penmanship Latin Method Conversa. French Adv. Spanish Music Apprecia. Benchwork Carpentry 47 Crafts Projects Painting Primary Drawing Art Appreciat. Health Educa. Playground Sup. 1st Primary 2nd Primary Conference S. O. Home	Anc. History Civics 30 Economics 31 Social Psychol. Literat. Method American Prose Grammar 31 Intermed. Lang. Journalism Adv. Exposition Platform Read. Child Literat. Penmanship Begin. French H. S. Music Vocat. Educat. 45 Primary Handwk Industrial Art Freehand Draw. Bookmaking Dressmaking Home Econ. Org. Health Education Phys. Training 1st Primary 2nd Primary Conference S. O. Home	Adv. Eur. Hist. 45 Economics 31 Public Finance Social Prob. Literat. Method Wordsworth-Milt. Grammar 31 Intermed. Lang. Sci. of Disc. Primary Read. Reading Poetry Play Coaching Phonics Adv. French Music Reading Primary Handwk. Industrial Art Color Bookmaking Dressmaking Food Problems Coaching Fall Athletics 1st Primary 2nd Primary Conference S. O. Home

# PROGRAM OF SECOND HALF TERM, JULY 26-AUGUST 30, 1930

8:00-8:45	8:50-9:35	10:20-11:10	11:15-12:00	1:40-2:25	2:30-3:15	3:20-4:10	4:15-5:00
Psychology	Teach. Process	Psychology	General Method	Psychology	Teach. Process	Psychology	General Method
General Manage.	School Manage.	General Method	School Manage.	General Method	School Manage.	General Method	School Manage.
School Manage.	Prin. of Educa.	Hist. of Educa.	H. S. Administra.	School Manage.	Prin. of Educa.	Hist. of Educa.	H. S. Administra.
School Administ.	Co. School Teach.	Arith. Method	Co. Sch. Manage.	School Administ.	Co. Sch. Teaching	Arith. Method	Co. Sch. Manage.
Arith. Method	Mensuration 32	Adv. Algebra 30	Mensuration 22	Arith. Method	Percentage 32	Adv. Algebra 30	Mensuration 22
Adv. Shorthand	Adv. Typing	Begin. Shorthand	Begin. Typing	Adv. Shorthand	Adv. Typing	Begin. Shorthand	Begin. Typing
Physics 32	Physics 32	Physics 37	Physics 37	Physics 44	Physics 44	Physics 33	Physics 33
Physics 44	Chemistry 33	Chemistry 42	Physics 33	Physics 32	Chemistry 33	Physics 37	Chemistry 30
Invert. Zoology 31	Invert. Zool. 31	Chemistry 30	Chemistry 30	Chemistry 33	Chemistry 33	Chemistry 42	Chemistry 42
Physiology	Physiology	Vert. Zoology 32	Physiology	Invert. Zool. 31	Physiology	Vert. Zool. 32	Vert. Zool. 32
Botany 32	Botany 32	Bacteriology	Botany 31	Physiology	Botany 32	Botany 31	Botany 31
Nature Study 31	Nature Study 31	Geography 32	Bacteriology	Crop Production	Crop Production	Bacteriology	Physiology
Geography 31	Geog. So. Amer.	Geography 31	Geography 31	Geography 31	Geography 33	Nature Study 32	Nature Study 32
Commer. Geog. 37	Conservation	Conservation	Geography 32	Commer. Geography	Geog. in History	Geog. So. America	Geography 31
Rec. Am. Hist.	Medieval History	Medieval History	Europ. Hist. 44	Recent Am. Hist.	History 31	Conservation	Europ. Hist. 44
Adv. Am. Hist.	Socialism 42	Socialism 42	Economics 31	Adv. Am. History	Civics	Medieval Hist.	Economics 31
International Trade	Social Psychol.	Social Psychol.	Sociology	Internat. Trade	Economics 31	Socialism 42	Socialism 42
Grammar 31	Shakspeare	Shakspeare	Literat. Method	Grammar 31	Literary Types	Social Psychol	Sociology
Int. Language	Grammar 31	Grammar 31	British Prose	Adv. Exposition	Primary Read.	Shakspeare	Liter. Method
Adv. Exposition	Child Literat.	Child Literat.	Primary Read.	Reading Method	Sci. of Disc.	Grammar 31	British Prose
Public Speaking	Primary Music	Primary Music	Modern Drama	Phonics	Prose Reading	Primary Music	Phonics
Industrial Art	Art Apprecia.	Art Apprecia.	Music 30	Prim. Handwk.	Prim. Handwk.	Prim. Handwk.	Music 30
Health Education	Interp. Dancing	Interp. Dancing	Freehand Draw.	Painting	Painting	Winter Athletics	Prim. Handwk.
Gymnastics	Primary Observ.	Primary Observ.		Health Education	Primary Method	Primary Methods	Freehand Draw.
Practis	Practis						Spring Athlet.



## PROGRAM OF FALL TERM, SEPTEMBER 15, 1930

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Educa. Psychology Psychology 33 General Method High-School Teach. Arithmetic 31 Physics 31 Physics 37 Chemistry 37 H. S. Chemistry Farm Animals Zoology 31 Physiology 31 Nature Study 33 Geography 31 History Method History 31 Sociology 36	Introd. to Teach. Psychology 33 School Management Introd. to Teach. Geometry 21 Arithmetic 31 Physics 31 Physics 37 Chemistry 37 H. S. Chemistry Farm Animals Zoology 31 Physiology 31 Nature Study 33 Geography 31 History Method History 31 Sociology 36	School Administ. Introd. to Teach. Psychology 33 High-School Teach. Introd. to Teaching Arithmetic 31 Physics 31 Chemistry 37 Chemistry 31 Chemistry 30 Zoology 31 Plant Pathology Physiology 31 Zoology 31 Health Education Nature Study 31 Geography 32 Geography 40 Ancient History half)	General Method Research Problems Psychology 33 Count. Sch. Manag. Calculus 41 Physics 31 Chemistry 37 Chemistry 31 Chemistry 30 Zoology 31 Plant Pathology Physiology 31 Zoology 31 Health Education Nature Study 31 Geography 32 Geography 40 Ancient History half)	Psychology 33 School Manage. Rural Education General Method Arithmetic 31 Physics 33 Chemistry 43 Chemistry 31 Botany 32 Zoology 31 Physiology 31 Geography 35 Geography 31 Ancient History Economics 31 Sociology 31 Science of Disc. Literature 32 Reading 30	Psychology 33 Count. Sch. Manag. Arithmetic 31 Physics 33 Chemistry 43 Chemistry 31 Botany 32 Zoology 31 Nature Study 33 Physiology 31 History 41 Political Science Internat. Trade Literature 36 Journalism Science of Disc. Read. Meth. (2nd half)	General Method Psychology 33 High-School Teach. Arithmetic 31 Trigonometry Physics 41 Physics 31 Chemistry 31 Chemistry 30 Gen. Zoology Zoology 31 Physiology (Men) Nature Study 31 Geography 30 Geography 37 History 44 Fossil History Social Psychology Amer. Poetry Literat. Method Reading 31 Phonics Child Study Science of Disc. Caesar Latin 11 Spanish 31 Music 30 Color Pottery Prim. Handwork Home Ec. Organiz. Foods 31 Accounting Shorthand 34 Athletics Tech. of Sports Physical Training Hygiene	History of Educa. Count. Sch. Manag. Introd. to Teaching Adv. Algebra 30 Arithmetic 30 Physics 41 Physics 31 Chemistry 31 Chemistry 30 Gen. Zoology Zoology 31 Physiology 31 Nature Study 41 Nature Study 31 Geography 31 History 31 Economics 31 Penmanship Manual Activities Oratory Music 31 Drawing 30 Pottery Foods 31 Marketing Accounting Athletics Restricted Gym. Dancing

PROGRAM FOR WINTER TERM, DECEMBER 8, 1930-31

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Measure of Intell. Village Schools School Management Arithmetic 31 Arithmetic 32 Physics 38 H. S. Chemistry Chemistry 38 Chemistry 32 Stock Feeding Myology Physiology 31 Anatomy Geography 31 Geography 31 History 31 Sociology 43 Literature 34 Reading 31 Science of Disc. Public Speaking Dramatic Reading Primary Reading (2d) Phonics Horace 42 Grammar 31 French 25 Music 30 Art Appreciation Drawing 30 Bench Work Machine Drawing Foods 32 Clothing 32 Accounting 42 Shorthand Kindergart. Currie.	Intro. to Teaching Psychology School Management Count. Sch. Teach. Geometry 22 Physics 38 H. S. Chemistry Chemistry 38 Chemistry 32 Stock Feeding Myology Physiology 32 Rural Hygiene Anatomy Climatology Comm. Geog. 37 Political History Political Parties Social Psychol. 49 Grammar 31 Advance Exposition Science of Disc Rhetoric Modern Drama Primary Read. (1st) Phonics (2d) Latin French 45 Primary Music Const. Drawing Drawing 30 Bench Work Machine Drawing Food Selection Foods 32 Clothing 32 Accounting 42 Shorthand Typing 35 Kindergart. Teach. Kindergart. Obsrv. Winter Sports Gymnastics Gymnastics	School Administra. Arithmetic 31 Radio Physics 31 Chemistry 38 Chemistry 30 Physiology (Men) Botany 42 Zoology 32 General Science Geography 38 History 31 History Method Economics 31 American Prose Intermed. Language Primary Reading Writing Caes. Cic. Method French 32 Music 34 Primary Music Drawing (N) Drawing 30 Mechanical Drawing Home Nursing Sewing Clothing 32 Soil Physics Business Organiza. Accounting Shorthand 35 Kindergart. Teach. Kindergart. Obsrv. Personal Hygiene Gymnastics Gymnastics	General Method Measure of Intell. Psychology School Management Calculus 42 Physics 31 Chemistry 38 Chemistry 30 Physiology (Men) Botany 42 Zoology 32 General Science Geography 38 History 31 History Method Economics 42 Literat. Method Science of Disc. Reading Method Platform Read. Latin French 35 Music 30 Wood Finishing Mechanical Drawing Home Nursing Sewing Clothing 32 Soil Physics Marketing Accounting Typing 35 Physical Diagnosis Gymnastics Gymnastics	Psychology H. S. Teaching General Method Arithmetic 31 Physics 34 Physics 32 Chemistry 44 Chemistry 32 Physiology 31 Reading 30 General Science Geography 31 Advance Debating Medieval History Sociology Shakespeare Literature Method Grammar 31 Science of Disc. Child Literature Caesar Cicero Spanish 35 Music 30 Advance Drawing Drawing 30 Furniture Sheet Metal Dressmaking Agriculture, Organ. Commercial Law Business Math. Shorthand 32 Kindergart. Currie. Athletics Phys. Ed. Method Gymnastics	Psychology Intro. to Teach. School Management Geometry 31 Physics 34 Physics 42 Chemistry 44 Chemistry 32 Physiology 31 Reading 31 General Science Geography 31 Geography 30 History 32 History 45 Economics 31 Social Psychology Journalism Grammar 31 Adv. Exposition Science of Disc. Primary Read. (1st) Phonics Vergil French 22 Primary Music Advance Drawing Furniture Sheet Metal Dressmaking Business Organ. Shorthand 32 Typing 32 Athletics Phys. Pract. Individual Gym. Gymnastics	Psychology Intro. to Teach. Count. Sch. Teach. General Method Algebra 30 College Algebra Arithmetic 30 Physics 42 Physics 32 Chemistry 30 Chemistry 32 General Zoology Physiology (Men) Holt Education Reading 31 Geography 32 Geography 31 History 45 Sociology 36 Economics 31 English Drama Grammar 31 Rhetoric Public Speaking Child Literature Phonics (1st) Caesar Spanish 32 Music 30 Art Appreciation Metal Craft Foods 32 Farm Machinery Accounting Typing 32 Plays and Games Athletics Phys. Pract. Gymnastics Dancing	General Method History of Educa. Count. Sch. Teach. Intro. to Teaching Arithmetic 31 Physics 42 Physics 32 Chemistry 30 Chemistry 32 General Zoology Physiology Sci. of Discourse Nature Study 42 Geography 31 History 31 Adv. Debating Spelling Music 31 Drawing 30 Metal Craft Foods 32 Farm Machinery Accounting Athletics Restricted Gymnastics



## PROGRAM FOR SPRING TERM, MARCH 16, 1931

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Educational Tests Principles of Edu. High-School Teach. Ethics Algebra 32 Arithmetic 32 Physics 39 Chemistry 39 H. S. Chemistry Horticulture Botany 31 Grammar 31 Physiology 31 Nature Study 31 Geog. 32—Geog. 32 Geology Phys. Geography 30 Sociology 31 U. S. History 32 Hist. Amer. Lit. Intermediate Lang. Advanced Exposition Public Speaking Vergil Ovid Method French 26 Primary Music Drawing 30 Costume Design Pattern Making Element. Wood. Home Economics Home Management Clothing 33	Psychology General Method Spelling Calculus Arithmetic 31 Physics 39 Chemistry 39 H. S. Chemistry Horticulture Botany 31 Nature Study 31 Geog. 32—Geog. 32 Geology Phys. Geography 30 Sociology 31 U. S. History 32 Hist. Amer. Lit. Intermediate Lang. Advanced Exposition Public Speaking Vergil Ovid Method French 26 Primary Music Drawing 30 Costume Design Pattern Making Element. Wood. Home Economics Home Management Clothing 33	School Administra. Psychology General Method Arithmetic 32 Geometry 32 Sound (1st) Physics 31 Chemistry 33 Chemistry 39 Chemistry 30 Bacteriology Botany 31 Physical Diagnostics Nature Study 34 Geography 31 Commercial Geog. Economics 31 U. S. History 32 English History Literature Method Science Discourse Grammar 31 Primary Reading Reading Method Latin Composition French 33 Music 35 Design Blackboard Drawing Pattern Making Hist. of Ind. Art Home Economics 45 Home Management 33 Home Problems Clothing 33 Advanced Accounting Accounting Advanced Shortland Office Training Kindergarten Teach. Kindergarten Teach. Physiology 32 Playground Gymnastics Gymnastics	General Method Applied Psychology Arithmetic 31 Sound (1st) Physics 31 Chemistry 33 Chemistry 39 Chemistry 30 Bacteriology Nature Study 32 Geography 40 Botany 31 Industrial History Sociology 37 Intermediate Language Hist. English Lang. Science of Disc. Primary Reading Reading 31 Literature Method Latin 13 French 36 Music 36 Primary Music Drawing 30 Furniture Auto Mechanics Dietetics Home Problems Clothing 33 Farm Management Accounting Athletic Organiz. Gymnastics Gymnastics	General Method Principles of Ed. School Management Arithmetic 21 Arithmetic 32 Algebra 31 Physics 32 Chemistry 45 Chemistry 33 Biology 33 Botany 31 Reading 30 Physiology 31 Nature Study 31 Geography 34 Commercial Geog. Mod. Europ. History U. S. History 31 Reading 31 Phonics Play Coaching Vergil Spanish 36 Color Practis Blackboard Drawing Color Design Lathe Architect. Drawing Home Planning History of Agricult. Business Manage. Typing 33 Kinesiology Athletics Gymnastics	Principles of Ed. Psychology General Method Astronomy Physics 32 Chemistry 45 Chemistry 33 Chemistry 31 Botany 31 Held Education Geography 31 Physical Geog. 30 Social Psychology Economics 31 U. S. History 43 History Method 33 Mod. Ess. & Poetry Sci. of Discourse Intermediate Lang. Creative Prose Child Literature Rhetoric Primary Reading Play Coaching Ovid French 23 Music 32 Color Practis Drawing 30 Primary Handwork Bookmaking Lathe Architect. Drawing Home Planning Genetics Finance Begin. Shorthand Typing 33 Child Literature Athletics Festivals Gymnastics	Principles of Ed. General Method School Management Arithmetic 21 Analytics Arithmetic 32 Physics 43 Physics 32 Chemistry 31 Chemistry 33 General Zoology Botany 31 Physiology 31 Sanitation Geog. 33—G. 33 Economics 31 Sociology 31 European Hist. 46 The Novel Journalism Grammar 31 Science of Disc. Child Literature Advanced Pub. Speak. Caesar Spanish 33 Music 31 Painting Metal Crafts 33 Commercial Design Home Management Landscape Garden. Accounting Begin. Shorthand Typing 33 Child Literature Athletics Festivals Gymnastics	Critiques Psychology High-School Teach. History of Education General Method Arithmetic 21 Analytics Arithmetic 32 Physics 43 Physics 32 Chemistry 31 Chemistry 33 General Zoology Botany 31 Physiology 31 Sanitation Geog. 33—G. 33 Economics 31 Sociology 31 European Hist. 46 The Novel Journalism Grammar 31 Science of Disc. Child Literature Advanced Pub. Speak. Caesar Spanish 33 Music 31 Painting Metal Crafts 33 Commercial Design Home Management Landscape Garden. Accounting Begin. Shorthand Typing 33 Child Literature Athletics Festivals Gymnastics Athletics Restrict. Gym. Dancing

## EDUCATION

N. B.—One major credit is given for each course unless otherwise indicated.

**Course 31. An Introduction to Teaching.** This covers the minimum essentials of what a beginning teacher ought to know and be able to do with reasonable success in elementary teaching. It deals with the practical rather than the theoretical problems of teaching. Text: *The Beginning Teacher*, Almack and Lang. All terms.

**Course 33. Elementary Psychology.** The aim is to give an acquaintance with, and to some extent an ability to use, the principles of psychology of most value in teaching. Topics: mental heredity, the measurement of intelligence, instincts, types of learning, the transfer of training, emotions, mental hygiene, and the principles of mental growth. Five recitations and two laboratory periods a week. Texts: *Psychology for Students of Education*, Gates; *Experiments and Exercises in Educational Psychology*, Peterson; and *Condensed Guide for the Stanford Revision of the Binet-Simon Tests*, Terman. All terms.

**Course 34. General Method.** The aim of this course is to derive pedagogical principles from an examination of educational aims, materials, and psychological principles; in the light of these pedagogical principles to consider the relative merit of the teaching methods employed by skill teachers and to develop a fair understanding of the best known objective standards now being used to diagnose specific abilities or determine the relative scholarship of children. Prerequisite Course 33 or equivalent. Text: *Essentials of Good Teaching*, Turner. All terms.

**Course 35. Principles of Education.** A study of fundamental principles underlying educational activities. Leading topics; educational aims, sources of human conduct, modifiability of conduct thru educational agencies, educational value of the studies and of other school agencies. Prerequisites: Courses 33 and 34. Texts: *Principles of Education*, Ruediger; *Psychology of Conduct*, Schroeder. Fall, spring, and first summer terms.

**Course 36. School Management.** A study of school organization, supervision, and class-room management. Consideration of school hygiene, personality of the teacher, the teacher's relations, and other factors that condition success in class management. Prerequisites, Courses 33 and 34. Texts: *School Hygiene*, Dresslar; *Legal Opinion on the Public School as a State Institution*, Schroeder; *Manual for School Officers*, Anderson. All terms.

**Course 37. History of Education.** An elementary course covering the period from the Renaissance to the present. A brief study of the main European and American influences which have given rise to modern educational theory and practice. Text: *History of Modern Elementary Education*, Parker.

**Course 38. High-School Teaching.** A Junior college course to be taken in place of Education 31 by students who are preparing to teach in high schools. The purpose is to present the responsibilities and privileges of high-school teachers in terms of the enlarging conception of the modern high-school. The course is definitely related to actual school conditions, particularly in the University High School. Prerequisite, Psychology 33. Texts: *Introduction to High School Teaching*, Colvin; *The High School Age*, King. Collateral reading, individual and group reports, observation. Fall, winter and spring, and first summer terms.

**Course 39. Rural Education.** This is intended to be a practical course dealing with the supervision, organization, and maintenance of

schools of the country town and countryside, with the organizations, aiding or cooperating with the schools, and including a brief study of changes in the life of the small community and means of adapting organization, equipment, maintenance, and curriculum to meet these new needs. Texts: *Rural Education*, Brim; *Rural Life and Education*, Cubberly. Fall term.

**Course 40. The Village School.** A study of the problems of the small town and consolidated school; the principal's personal relations to the board, to the teacher, to pupils, to parents, and to the public; problems of instruction, supervision, grading, curriculum, health, physical education, student activities, and financing. Prerequisites: two courses in education. Texts: *Administration of the Smaller School*, Gates; *Administration of Village and Consolidated Schools*, Finney and Shafer. Winter term.

**Course 41. Advanced Educational Psychology.** The purpose of the course is to make the student conscious of the merits and defects of popular methods of judging social, emotional, and vocational character, to show how psychology has tried to make the traditional methods scientific, and to supplement these with new methods employing the technique of objective testing. Prerequisites: Education 33 and 34. Texts: *Educational Psychology*, Brierley Course, Thorndike; *Judging Human Character*, Hollingworth. Fall term, and first summer term of 1931.

**Course 41A. Research Problems.** Selected problems related to learning, teaching, and testing will be worked out experimentally, either in the laboratory or in the training school according to the nature of the problem chosen by the student. Credit for senior theses may be obtained. Five hours of laboratory work and two recitations a week. Major. Prerequisites: Education 33 and 34. Fall term.

**Course 42. The Measurement of Intelligence.** A study of methods of measuring intelligence, and of plans for using the results in grading pupils and differentiating instruction according to their needs. Students are given practice in giving tests in the training school, in class-organization, and in instruction-differentiation. The aim is to give teachers control of the use of intelligence tests. Five recitations and two laboratory periods a week. Prerequisites: Education 33 and 34. Texts: *The Measurement of Intelligence*, Terman; *The Psychology of Sub-normal Children*, Hollingworth; *Mental Tests*, Freeman. Winter term and first summer term of 1929.

**Course 42A. The Applications of Psychology to Teaching.** An advanced study of methods of teaching by the case method. Stenographic reports of entire lessons will be furnished, and training will be given in judging the methods of teaching employed, and in reconstructing them, where faulty, so as better to accord with the principles of psychology. Prerequisites: Courses 33 and 34. Text materials: (1) either Parker's *Types of Elementary Teaching and Learning* or Parker's *Methods of Teaching in High Schools* according to the major interest of the student; (2) *Stenographic Reports of Lessons*, Teachers College, Columbia University; (3) *Stenographic Reports of Eighteen Lessons in the Elementary School*, Peterson, Turner, and Moore. Spring term, and first summer term of 1930.

**Course 43. Educational Tests and Measurements.** The assignments in this course are arranged to meet the needs of administrative positions and of those who are preparing for positions in the elementary schools and for high school positions. It is designed to give the student a careful survey of representative standardized achievement tests, the methods of procedure in using them, statistical methods used in reporting results on scores, the interpretation of the results, their value for classification, their diagnostic value, and remedial teaching procedures. Each student will make a selection of the tests that are adapted to the type of position for which he is training, and will be given practice in administering and reporting the results of such tests. The course also includes a study of



informal objectiv examination methods, drill in the preparation of these new-type objectiv examinations and in statistical methods. Prerequisite, Psychology 33. Texts: Educational Tests and Mesurements (Revised Edition), Monroe, DeVose, and Kelly; Tests and Mesurements in High School Instruction, Ruch and Stoddard. Spring term, and first summer term of 1930.

**Course 44. Ancient and Medieval Education.** A study of education among the ancient and medieval peoples, with special reference to the relation of education to the life of the people; constant comparison of historical situations with present-day social and educational conditions. Prerequisite, good courses in history, social science, and literature. Text: History of Education, Cubberley. Fall term, and second summer term of 1931.

**Course 45. Education in Modern Europe and the Orient.** A study of the development and present status of education in leading European states, Japan, and China. Adequate attention is given educational theory and practis since the Renaissance, but due emfasis is placed upon the import of education as a social and political factor in modern civilization; comparison with conditions and problems in the United States. Pre-requisit, courses in modern history. Text: History of Education, Cubberley. Winter term, and second summer term of 1932.

**Course 46. Education in the United States.** A genetic study of American education in its relation to national life and character; emergence of the institution of free public education for all the people; aims, subject-matter, methods, schools and organized systems, teachers; present tendencies. Prerequisite, good courses in history, literature, and social sciences. Text: Public Education in the United States, Cubberley. Spring term. Second summer term of 1930.

**Course 47. School Administration.** The national government, the state and local units of administration of public education; finance, organization, supervision; general, supplementary and special education. Texts: Public School Administration, Cubberley; State School Administration, Cubberley. Fall term, and first summer term of 1931.

**Course 48. School Administration.** The application of scientific methods in determining the efficiency of a school system; the interpretation of school statistics; school records, reports, surveys. Texts: School Statistics and Publicity, Alexander; Problems in School Administration, Lindsay. Winter term, and second summer term of 1929.

**Course 49. High School Administration.** Curriculum, equipment, class organization, technique of management and supervision, relation to elementary and higher education, social activities. Texts: Modern High School, Johnston; Adolescence and High School Problems, Pringle. Spring term, and summer terms of 1929.

**Course 51. Supervision of Instruction.** This course attempts to determin the objectivs of supervision, the aims of class room instruction, the best methods of teaching, and recognized standards of attainment, and their relative value. It discusses the means of securing a cordial teacher attitude and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of aims, methods, and standards considered. Text: Supervision of Instruction, Nutt. Spring, and first summer term.

## MATHEMATICS

### ARITHMETIC

**Course 30. Arithmetic Review.** A no-credit course pland for students who ar deficient in the fundamentals of arithmetic. Text: Brown-Eldredge, Book 2. Fall, winter, and spring terms.

**Course 22. Mensuration.** This course covers all the mensuration topics of the seventh and eighth years in Arithmetic in the Illinois State

Course of Study. In this course the student arrives experimentally at the modes for measuring areas and volumes, and uses the results in the solution of problems. Many simple truths of geometry are discovered by construction or measurement. Text: Arithmetic for the Eighth Year, Felmley. Illinois State Course of Study. Summer terms. Half credit.

**Course 23. Percentage.** This course covers all the percentage topics of the seventh and eighth years in Arithmetic in the Illinois State Course of Study. As a basis, the three type problems of percentage are studied. Then follows a consideration of the applications of percentage, with special emphasis upon their economic aspects and the usages of the commercial world. Text: Arithmetic for Teacher Training Classes, Taylor; Illinois State Course of Study. Summer terms. Half credit.

**Course 31. Teaching of Arithmetic in the First Six Grades.** This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades with emphasis upon the best modern methods of teaching the subject. A careful study is made of our number system, of the fundamental process with whole numbers, fractions and decimals, of the ordinary units of measure, of problems and their solution. In addition to the text-book work the course demands considerable library reading, and includes a number of demonstration lessons given by teachers of the Training School. It is planned for high-school graduates and for teachers of experience, and is required of all students in Curriculums B, C, and L. Text: The State Course of Study; Arithmetic for Teacher-Training Classes, Taylor. All terms.

**Course 32. Teaching of Arithmetic in the Seventh and Eighth Grades.** This course covers the mensuration and percentage of the seventh and eighth years in the Illinois State Course of Study. In the course in mensuration intuitively geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for measuring areas and volumes are developed experimentally, and the results used in the solution of problems. As a basis for the work in percentage the three type-problems are studied. Then follows a consideration of the applications of percentage with special attention for their economic aspects and the usages of the business world. Texts: Arithmetic for the Eighth Year, Felmley; Arithmetic for Teacher Training Classes, Taylor; Illinois State Course of Study. All terms.

**Course 41. Advanced Course in the Teaching of Arithmetic.** This course is planned for administrators, for supervisors of arithmetic and for teachers of experience. It includes such topics as studies that have been made in the social usages of arithmetic, outstanding courses of study, methods of procedure in selected topics with investigations that have been made that pertain to them, tests, helping the backward pupil, criteria for selecting text books, and the equipment of the class room. Prerequisites: Arithmetic 31 and 32 or their equivalents; Psychology 33. Students are advised to take Educational Tests and Measurements 43 at the same time unless they have had it. Each student will be asked to buy one or two books, and there will be extensive library reading. Winter term and first summer term.

## ALGEBRA

**Course 30. Advanced Algebra.** This course is designed: (1) for those who wish to specialize in mathematics or science, and who have had only one year's work in algebra in the high school; (2) for those science students who wish to take College Algebra 32 in their freshman year. It includes a thorough resume of the essentials of high-school algebra from new points of view which the added maturity and training of the student enables him to appreciate, and gives all the advanced material of the third semester's course with additional work on the graph, function, determinants, and extension of the number system. Prerequisite: At least one year of high-school algebra. Text: Introductory College Algebra, Rietz and Crathorne, Chapters I-XI, XIII, XIV, XVI. Fall term.



**Course 31. Algebra for High School Teachers.** This course gives a rigorous treatment of the subject matter of the three semesters' work in high-school algebra from the standpoint of the future teacher of the subject, and provides adequate preparation for the regular subjects of college algebra as given in Course 32. Emphasis is placed upon the formula, equation, graf, and function; careful attention is paid to exact definitions, correct expression, and to the reasons involved in the steps of solution. Prerequisite, a strong high-school course of three semesters' work. Text: Introductory College Algebra, Rietz and Crathorne, Chapter I-XI, XIII, XIV, XVI. Spring term. A credit toward graduation may be earned in Course 30 or in Course 31, but not in both.

**Course 32. College Algebra.** This is a continuation of Course 30 or 31, and includes Chapter IX-XXIII of Rietz and Crathorne's College Algebra. The following topics are studied: mathematical induction, the progressions, theory of equations, logarithms, partial fractions, permutations and combinations, probability, determinants, limits, and infinitesimal series. Prerequisite: Algebra 30 or Algebra 31. Text: College Algebra, Rietz and Crathorne. Winter term.

### GEOMETRY, TRIGONOMETRY, ASTRONOMY, HIGHER MATHEMATICS

**Course 31. Plane Geometry for High School Teachers.** This course covers Plane Geometry. Smith's Essentials of Plane Geometry is used as a guide for the fundamental theorems and constructions, and to illustrate quality of work from high-school students. More rigorous proofs for some of the basal propositions and more difficult originals will be required than are required of high-school students. Topics in Modern Geometry are selected from College Geometry by Altshiller-Court. Prerequisite: One year's work in algebra, and a year's geometry. Text: Essentials of Plane Geometry, Smith. Winter and first summer term.

**Course 32. Solid Geometry.** This is a thoro study of the geometry of space including the plane, the prism, the pyramid, and the three round bodies. Many theoretical and industrial problems are solved to apply the principles. Prerequisites: One and one-half year's work in Algebra and a year in Plane Geometry. Text: Essentials of Solid Geometry, Smith. Spring, and first summer terms.

**Course 31. Trigonometry.** This is the ordinary college course in plane trigonometry with an introduction to spherical trigonometry. The aim is to master the fundamental principles of the subject and its more important applications. The proving of trigonometric identities and the solution of trigonometric equations receive attention as well as the solving of triangles. Prerequisite: One and a half units of high-school Algebra, or Algebra 30 or 31 plus one unit of plane geometry. Text: Plane and Spherical Trigonometry, Taylor. Fall and winter terms.

**Course 33. Analytic Geometry.** This is the ordinary college course in Plane Analytic Geometry. The aim is to give the student a knowledge of the fundamental methods of analytic geometry, and then require him in his own independent thinking to adapt and generalize these methods as occasion arises. Much attention is paid to interesting and valuable problems that apply the theory. Prerequisites: Course 30 or 31, and Course 32 in Algebra, and Course 31 in Trigonometry. Text: Analytic Geometry, Mills. Spring term.

**Course 34. Astronomy.** This course is intended for those who are interested in the universe, and who like to have reasons given for the things they are asked to accept. The aim is to present the subject so that a student will get some knowledge of what has been accomplished in astronomy, something of the spirit which inspires the work, and something of the present state of the science. A great deal of observation work will be required to supplement the text. Prerequisites: Physics and Trigonometry. Text: An Introduction to Astronomy, Moulton. (Pages 1-406.) Spring term.

**Course 41. Calculus I.** The formal side of the differential calculus is carefully developed and many problems of a practical nature are introduced from the fields of geometry and physics. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry. Text: Differential and Integral Calculus, Granville. Fall term 1931 and alternate years thereafter.

**Course 42. Calculus II.** This is a continuation of Course 41, and includes the study of rates, series, curvature, envelopes, partial differentiation, indefinite and definite integrals, constant of integration. Winter term 1931-32 and alternate years thereafter.

**Course 43. Calculus III.** This is a continuation of Course 42. Special methods of integration, use of tables, lengths of curves, areas, surfaces, volumes, pressure and work integrals, center of gravity, moments of inertia. Introduction to Ordinary Differential Equations. Spring term 1932 and alternate years thereafter.

**Course 44. History of Mathematics.** The subject is considered from two standpoints: (1) a survey of the growth of mathematics by chronological periods, and (2) the development of arithmetic, algebra, geometry, and trigonometry. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to classroom teaching of the present. Prerequisites: College Algebra, Trigonometry and Analytical Geometry. Text: History of Mathematics, Vol. I and II, Smith. Fall term 1930 and alternate years thereafter.

**Courses 45, 46. Teaching of Junior and Senior High-School Mathematics.** Course 45 deals chiefly with the mathematics of the junior high-school and Course 46 with that of the senior high-school. The courses include a discussion of the aims in teaching mathematics, the high-school mathematics curriculum, teaching pupils to appreciate mathematics, the use of the class hour, tests, the mathematics library, classroom equipment, with emphasis upon the presentation of many topics of major importance in percentage, mensuration, intuitive geometry, algebra, and geometry. The course requires extensive reading. The Report of the National Committee on the Reorganization of Mathematics, the Year Books of the National Council of Teachers of Mathematics, Mathematics in the Junior High School, Clark; Teaching Junior High-School Mathematics, Barber; Psychology of Algebra, Thorndike; Teaching of Mathematics in Secondary Schools, Schultze; Teaching of Algebra, Nunn, and the Teaching of Junior High-School Mathematics, Smith & Reeve are the books most used. Prerequisites: Arith. 32 and Course 44 and its prerequisites. Winter and spring terms 1930-31, and alternate years thereafter.

## PHYSICAL SCIENCE

### PHYSICS INTRODUCTORY STATEMENT

The courses in Physics are designed primarily to meet the needs of two classes of students:

1. Students preparing to teach Physics and General Science in the junior and senior high-schools.

2. Teachers of Smith-Hughes Home Economics, or of Agriculture.

The courses will serve also to meet the Physics requirements of professional schools such as medicine and engineering, and the needs of students desiring Physics for its cultural value. All courses except Course 35 are one credit courses usually requiring three recitation periods and two double periods of laboratory work, each week.

Students who plan to teach Physics in secondary schools, should take courses 37 to 47 and should elect Chemistry and Mathematics as minors. It is preferred that students majoring in Physics make at least two of the three credits required in practis teaching within the department.

**Course 30. General Science.** A course dealing with simple scientific problems of daily life. It includes studies in lighting, heating, air and ventilation, water and sewage, and a simple treatment of soil physics. For elementary teachers. No credit in case of students who had General Science in high-school. Text: Lessons in Science, Barber. Winter term.

**Courses 31, 32. Elementary General Physics.** A two-term course required of students not offering Physics for entrance who are pursuing any of the two-year programs A to J. (Students strong in Geometry and Algebra may enter the first year of College Physics. Women may choose 33 and 34.)

Effort is made to interest the student in the physical phenomena of everyday life. Special attention is given to water supply, sewage disposal, the heating, ventilation, and lighting of residences and school-rooms.

**Course 31. Mechanics and Heat.** Texts: Elementary Principles of Physics, Fuller, Brownlee and Baker; Manual, Fuller and Brownlee. All terms.

**Course 32. Magnetism, Electricity, Sound and Light.** Winter, spring, and both summer terms. Texts: Elementary Principles of Physics, by Fuller, Brownlee, and Baker. Manual by Fuller and Brownlee.

**Courses 33, 34. Household Physics.** This is a two-term series arranged to meet the needs of teachers of Smith-Hughes high schools. The course lays special emphasis upon household appliances, heating, ventilation, water supply and sewage disposal. Intended especially for students of curriculum H.

**Course 33. Mechanics and Heat.** Texts: Physics of the Home, Osborn; Mechanics of the Household, Keene. Fall, first summer half-term even years, second summer half-term odd-numbered years.

**Course 34. Sound, Light and Electricity.** Winter, first summer half-term odd years, second summer half-term even-numbered years. Texts: Physics of the Home, Osborn; Mechanics of the Household, Keene.

**Course 35. Sound and Physical Basis of Music.** This is a six weeks half-credit course and is required of students in Program D in their first year. Prerequisite: high-school physics. Text: Sound and its Relation to Music, Hamilton. Given only first six weeks of spring term. Half credit.

**Course 36. Radio Communication.** This is an elementary course dealing with the fundamentals of radio communication in which emphasis is placed on the study of the vacuum tube, when used as a detector, oscillator, amplifier, and modulator. Constructing and testing receivers constitute a part of the laboratory work. Tube characteristics are also studied. Text: Principles of Radio Communication by the U. S. Signal Corp; Modern Radio Receiving, Hector. Winter term.

**Courses 37, 38, 39. General College Physics.** A three-term series which is given as the first year of college physics. This is a more detailed study of general physics than 31 and 32. This includes elementary mathematical interpretation of physical laws and quantitative laboratory measurements. Students electing these courses may take them in any order. Students proficient in algebra and geometry may elect these courses without having had high-school physics. It is preferred, however, that courses in college mathematics either precede or run parallel with these courses. This is imperative if the student intends to continue with the second year of college physics.

**Course 37. Mechanics and Sound.** Fall, first summer half-term 1931, second summer half-term 1932, not given in summer 1933. Then in regular rotation thru summer terms. Text: College Physics, Stewart.



**Course 38. Electricity and Magnetism.** Winter, first summer half-term 1933, second summer half-term 1931, (not given in summer 1932), and then in regular rotation. Text: College Physics, Stewart.

**Course 39. Heat and Light.** Spring, second summer half-term 1933, (not given in summer 1931), first summer half-term 1932, and then in regular rotation. Text: College Physics, Stewart.

**Courses 41 to 47. Advanst Courses in Physics.** These courses are given for those majoring in Physics. Three of these courses may be taken by students wishing a minor in Physics and should be elected by students majoring in either Chemistry or Mathematics. Courses 41, 42, 43 are offered in alternate school years, beginning with the fall of 1931. Courses 44, 45, 46 are offered in alternate years beginning with fall term 1930. Course 47 may be taken any term. Prerequisites: First year College Physics and one year of College Mathematics.

**Course 41. Advanst Mechanics.** Fall term of odd-numbered years, first summer term 1931 and every third summer thereafter. Text: Elementary Applied Mechanics, Jameson.

**Course 42. Advanst Heat.** Winter term 1931-32 and every alternate winter term thereafter. Second summer half-term 1931 and every third summer term thereafter. Texts: Heat, Randall; and Heat, Edser.

**Course 43. Advanst Electricity.** Spring term of even-numbered years, second summer half-term 1932 and every third summer thereafter. Text: Elements of Electricity by Timbie.

**Course 44. Advanst Light and Sound.** Fall 1930 and every alternate spring thereafter. First summer term 1932 and every third summer thereafter. Texts: Light, Edser; Sound, Capstick.

**Course 45. High Frequency Currents and Radio.** Winter term 1930-31 and alternate winter terms. First summer half-term 1933 and every third summer term thereafter. Texts: Radio Engineering Principles, Lauer and Brown; Radio Instruments and Measurements, Circular 74, U. S. Government Publication.

**Course 46. Recent Theories of Atomic Structure.** This course should be elected by all students majoring in either Physics or Chemistry, and should be preceded by at least three senior-college courses in each of the subjects. Spring 1931 and spring terms of odd-numbered years thereafter; second summer half-term 1930 and every third summer thereafter. Texts: Structure of Atom, Andrade; Ions, Electrons, and Ionizing Radiations, Crowther. A non-laboratory course requiring one hour a day in recitation.

**Course 47. The Teaching of Physics.** A study of the fundamental problems of teaching high-school science with particular attention given to high-school physics. The course involves laboratory management and teaching a class in physics in the University High School or courses 31 and 32 in the Teachers College. Prerequisite: two years of physics and one year of college chemistry. Texts: Science Teaching, Twiss; How to Teach Physics, Rusk. All terms.

## CHEMISTRY

**Course 30. Elementary Chemistry.** This course is intended for students who are conditioned in Chemistry and who can spend but one term upon the subject. It includes a study of the fundamental principles and applications of the science, limited chiefly to the non-metals. The course cannot be substituted for course 31. Text: Elementary Principles of Chemistry, Revised Edition, Brownlee and others; Laboratory Manual by the same authors; Study Outline (to be obtained from the instructor). Laboratory fee, \$2.00 and breakage. The course is offered each term except the mid-spring. Major.

**Course 31. General Chemistry.** This is the first of a series of three courses. It includes a study of the elements oxygen, hydrogen, nitrogen, carbon, chlorine and sodium and their simple compounds together with a consideration of the fundamental laws of gases, of chemical combination,

and solution. The atomic and ionization theories are given due attention. Chemical equations and simple calculations are included. Text: A Course in General Chemistry, McPherson and Henderson; Laboratory Manual, Adams, Browne, and Currens, and Study Outline (to be obtained from the instructor). Laboratory fee, \$2.00 and breakage. Fall, spring, mid-spring and first summer terms. Major.

**Course 32. General Chemistry.** This is a continuation of Course 31 and includes the study of the elements sulfur, fluorine, bromine, iodine, silicon, phosphorus and their compounds. Valence, chemical equilibrium, the periodic law, molecular and atomic weights and thermo-chemistry are also included. Some study of elementary organic chemistry is made. Prerequisites, Course 31. Text, laboratory manual and study outline as for Course 31. Laboratory fee, \$2.00 and breakage. Winter and first summer terms. Major.

**Course 33. General Chemistry.** This course continues Course 32 and includes a study of the commoner metals and simple metallurgical processes, alkali production, water softening and silicate industries. Elementary qualitative analysis is included. Prerequisite, Course 32. Text and Study Outline as for Course 31; Elementary Qualitative Analysis, Reedy. Laboratory fee, \$2.00 and breakage. Spring and second summer terms. Major.

**Course 37. Organic Chemistry.** A study of the compounds of carbon including aliphatic hydrocarbons, alcohols, acids, ethers, esters, fats, aldehydes, ketones, amines, amides and halogen derivatives. The common kinds of isomerism and the asymmetric carbon atom are studied. Extensive use of structural formulas as a means of expressing chemical facts are made. Particular attention is paid to the organic compounds of the household and farm. Prerequisite, Courses 31, 32 and 33 or their equivalent. Text: Organic Chemistry, Norris; Laboratory Manual; Experimental Organic Chemistry, Norris, and Study Outline (to be obtained from the instructor). Laboratory fee, \$3.00 and breakage. Fall and first summer terms. Major.

**Course 38. Organic Chemistry.** This is a continuation of Course 37 and includes a study of the common carbocyclic compounds, the carbohydrates and proteins. Some attention is given to dyes and medicines. Prerequisite, Course 37 or its equivalent. Text: same as for Course 37. Laboratory fee, \$3.00 and breakage. Winter and second summer terms. Major.

**Course 39. Physiological Chemistry.** This includes the application of simple physical chemistry to biological changes, the study of the elements composing the animal organism, carbohydrates, fats and allied substances, proteins, foodstuffs, important tissues, digestion, absorption, the blood and urine. Some study of metabolism and the endocrine system is included. Prerequisite, Courses 37 and 38 or their equivalent. Text: Physiological Chemistry, Pettibone. Laboratory fee, \$3.00 and breakage. Spring term. Major.

**Course 43. Qualitative Analysis.** A continuation of the qualitative analysis begun in 33, including an extended study of anion and cation separation and identification based on the ionic theory and chemical equilibrium. Qualitative analyses of insecticides, fertilizers, soils, and waters are undertaken. The course will be found of particular value to students preparing to teach high-school chemistry. Prerequisite, Courses 31, 32 and 33 or their equivalent. Texts: Qualitative Analysis, Treadwell—Hall; Qualitative Analysis, Reedy. Laboratory fee, \$3.00 and breakage. Fall term. Major.

**Course 44. Quantitative Analysis.** The course includes such fundamental gravimetric operations as construction, care and use of the analytical balance, determination of chlorine, sulfur, silver, copper, and aluminum. Analysis of limestone and rock phosphate are undertaken. The course also includes the fundamentals of volumetric analysis. Standard solutions of acids, bases, and oxidizers are prepared and used in volumetric analysis. Extensive study of chemical problems based on the above



operations is made. Prerequisite, Course 43 or its equivalent. Text: Quantitative Analysis, Smith. Use is made of reference works on Quantitative Analysis. Laboratory fee, \$3.00 and breakage. Winter term. Major.

**Course 45. Quantitative Analysis.** This continues the studies begun in previous course and includes the application of gravimetric and volumetric methods to the analysis of foods and feeding stuffs, water, fertilizers, and soils. Prerequisite, Course 44 or equivalent. Text: same as for 44. Laboratory fee, \$3.00 and breakage. Spring term. Major.

**Course 47. The Teaching of Chemistry.** A study of the fundamental problems of teaching high-school science with particular attention given to high-school chemistry. The course involves laboratory management and teaching a class in chemistry in the University High School or Course 30 in the Teachers College. Prerequisite, two years of chemistry and one year of physics of collegiate grade. Texts: Science Teaching, Twiss; Investigations in the Teaching of Science, Curtis; The Teaching of Science and the Science Teacher, Brownell and Wade. All terms. Major.

## BIOLOGY

The courses in botany and in zoology are organized primarily to meet the needs of those preparing to teach in the high school. Courses 31 and 32, in both botany and zoology, serve as general introductory courses. In both subject-matter and in method of presentation these courses are intended to serve as model high-school courses, but include additional material which makes them the equivalent of introductory courses as taught in collegiate institutions. Together with the above courses, Courses 33 and 40 in General Biology are regarded as minimum essentials for recommendation by the biology department for teaching botany, zoology, and biology in high-schools.

The advanced work included in the courses numbered 41 and above is intended to give those preparing to teach a more extensive and intensive knowledge of the subjects and to prepare them for advanced work in the biology departments of larger high-schools. See page 45.

### BOTANY

**Course 31. Introductory Botany.** The scope of botany together with its economic applications and its position in the theory of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classifications of plants. The work consists of experiments, field trips, text and library assignments. Prerequisite, none. Texts: New Manual of Botany, Gray; Textbook of General Botany, Holman and Robbins. Spring, mid-spring, and both summer terms.

**Course 32. Cryptogamic Botany.** This course is designed to explain the complexities of structure and function of our useful plants by a comparative study of their more simple ancestors. Prerequisite, Botany 31 or its full equivalent as determined by examination. Text: Textbook of General Botany, Holman and Robbins. Fall and both summer terms.

**Course 33. Food Mycology.** A special study is made of micro-organisms in their relation to the manufacture, preparation, and preservation of food products. Prerequisite, Botany 31 or equivalent. Text: Bacteriology, Buchanan. Winter and first summer terms.

**Course 41. Plant Morphology.** A study is made of the external form and internal structure of plants. Particular attention is given to the ferns and seed plants in which groups phylogenetic relationships are traced. Prerequisite: Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes, and Cowles, Vol. I. Fall term of 1930 and each alternate year thereafter, and the first summer term of 1930.

**Course 42. Plant Physiology.** In this course a study is made of plant nutrition and the fundamental processes underlying plant response. Prerequisites: Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes, and Cowles, Vol. I. Winter term and second summer term 1931.

**Course 43. Taxonomy and Plant Ecology.** Special groups of plants are studied in their natural habitat. Prerequisites, Botany 31 and 32 or equivalent. Text: Textbook of Botany, Coulter, Barnes and Cowles, Vol. II. Spring term 1931, each alternate year thereafter, and second summer term 1930.

**Course 44. Plant Pathology.** A study is made of the more important plant diseases which are caused by bacteria and fungi. Prerequisites: Botany 31 and 32, or equivalent. Text: United States Department of Agriculture and state agriculture experiment station bulletins. Fall terms of 1931, each alternate year thereafter, and first summer term 1931.

**Course 45. Introductory Bacteriology.** This course is planned to meet the needs of students of general science, sanitation, and hygiene. Prerequisites: Botany 31 or equivalent. Text: Bacteriology, Buchanan. All winter and first summer terms.

**Course 46. Bacteriology.** This course is offered to meet the special needs of those students desiring to continue the work offered in courses 33 or 45. Spring term 1930, second summer term 1931, and alternate years thereafter.

## ZOOLOGY

**Course 31. Invertebrate Zoology.** A general introductory course in Zoology dealing with the principles of structure, of function, of interrelations, and of development among invertebrate animals, including a discussion of the simple and best established theories concerned with this group of animals. Prerequisites: None. Text: General Zoology, Newman. Fall, mid-spring, first and second summer terms.

**Course 32. Vertebrate Zoology.** A continuation of Course 31 into the group Chordata. Prerequisite: Zoology 31 or its full equivalent. Text: General Zoology, Newman. Winter and second summer terms.

**Course 41, 42, 43. General Zoology.** An intensive study of the morphology with application of biological principles to representatives from the various animal groups exclusive of the group Insecta. Prerequisites: Zoology 31 and 32 or equivalent. Text: College Zoology, Hegner. Fall, winter, and spring terms 1931-32 and alternate years thereafter.

**Course 44. General Entomology.** A general introductory course dealing with morphology, physiology, ecology, and taxonomy of insects. Prerequisite: Zoology 31 or equivalent. Text: Entomology, Folsom. Fall term 1930 and alternate years thereafter; second summer term 1931.

**Course 46. Economic Entomology.** This course deals specifically with the insect pests which infest fields, gardens and orchards and those which are responsible for the spread of human and animal diseases. The course involves a large amount of field work. Prerequisite: Entomology 44 or equivalent. Text: Insect Pests of Farm, Orchard, and Garden, Sanderson. Spring term 1931 and alternate years, and second summer term 1931.

## GENERAL BIOLOGY

**Course 33. Systematic Biology.** This course is divided into two parts, Local Flora and Bird Study, each of which may be taken separately as a minor. Local Flora and Bird Study taken together constitute a major subject.

**Local Flora.** A study, from a taxonomic point of view, of the trees, shrubs and wild flowering plants of the local area; or the decorative plants grown in the school garden and local nurseries. Prerequisites: None. Text: New Manual of Botany, Gray. Spring term, Monday, Wednesday, and Thursday.

**Bird Study.** An identification of the common birds of the vicinity including a study of food relations, seasonal distributions, economic importance and means for preservation of bird life. Text: *Land and Song Birds*, Reed. Spring term, three hours Saturday morning.

**Course 40. Biology Method.** This course deals with the outcome that should be aimed at in the teaching of biology in the high-school; with the selection and organization of subject-matter for high-school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; and with the general current problems of science teaching in the high-schools. Students should take this course the last year before leaving the institution to teach biology in the high-school. Prerequisites: Botany 31 and 32, Zoology 31 and 32, and Physiology 31. Text: *Teaching Botany*, Ganong. Winter term.

**Course 45. Evolution and Heredity.** A study of the proofs of evolution with a discussion of the factors involved in the process together with a discussion of the facts of heredity and outgrowing problems. This course may be taken for its general cultural value by students not majoring in biology. Prerequisites: Twenty-four university credits. Text to be announced. Winter term 1930-31 and alternate years; first summer term of 1930.

### PHYSIOLOGY AND HYGIENE

**Course 31. Human Physiology.** As much of the anatomy of the mammalian body and of the physiology of animals and plants as time permits is taught, as a basis for the understanding of the fundamental life processes. This knowledge gives a background for the intelligent study of hygiene, which is the aim of the course. Texts: *Human Physiology*, Stiles; *Human Mechanism*, Hough and Sedgwick. Prerequisites: None. All terms.

**Course 32. The Physiology of Exercise.** This course is planned for students in Curriculum G. The effects of activity upon the various systems of the body are studied with particular emphasis on games, athletics, dancing and gymnastics. Prerequisites: Physiology 31. Texts: *Anatomy and Physiology*, Williams; *Elementary Manual of Physiology*, Burton-Opitz. Winter term.

**Course 42. Sanitation and Public Hygiene.** A study of the application of modern knowledge in chemistry, bacteriology, and physiology to public health problems. Recommended especially to students majoring in biology or in domestic science. Prerequisite: Physiology 31, and either Botany 33 or Botany 45. Text: *Principles of Sanitary Science and the Public Health*, Sedgwick. Spring term.

**Course 33. Rural Hygiene.** A course in health education for rural schools. It emphasizes methods to employ in helping children to form permanent health habits. It also deals with hygienic and sanitary problems of country life. Texts: *Personal and Community Health*, Turner; *Nature Study and Health Education*, Patterson. Winter term.

**Course 34. Health Education.** A study of personal and community health and the application of these principles in the prevention and control of disease, including special methods in teaching health to children. Prerequisite: A high-school or college course in physiology. Text: *Personal and Community Health*, Turner. All terms.

### NATURE STUDY

There is a growing demand for better trained teachers in nature study and elementary science. Many schools are adopting a partial departmental plan in order to secure teachers who are equipt to do the work. Students who wish to prepare for positions as special teachers or supervisors of nature study or science in junior high-schools should, if possible, take the following courses: Nature Study 31 and 32, 33 and 34,



41, 42, 43, General Biology 33, Plant Ecology 43 or General Entomology 44, and General Science.

**Course 31. Nature Study for Lower Grades.** This course includes, (1) A study of wild and cultivated plants, of birds, insects, domestic animals, wild mammals, stars and constellations, and simple weather observation. (2) Methods of teaching nature study with much attention to expression in projects, hand work, games, and the drama. Texts: Practical Nature Study, Coulter and Patterson; The Study of Nature, Patterson; Studies in Science, Patterson. Fall, spring, and summer terms.

**Course 32. Nature Study for Upper Grades.** This course is similar to Course 31 but includes additional material suitable for upper-grade children. It demonstrates the nature-study method of attack with emphasis on the problems of upper-grade work. Texts: Studies in Science, Patterson; Practical Nature Study, Coulter and Patterson. Fall, spring and summer terms.

**Course 33. Agricultural Nature Study.** A course for students in Curriculum N. It deals with material suggested in the State Course of Study; methods of manipulation and presentation, including experiments. The chief topics considered are garden, farm, and fruit crops, trees, insects, fungi, domestic animals, and sky study. Prerequisite: None. Text: Studies in Science, Patterson; Nature Study and Health Education, Patterson. Fall and summer terms.

**Course 34. Agricultural Nature Study.** This is a continuation of Course 33. The spring aspect of plant and animal life is considered, also a study of soils, poultry, birds, simple landscape gardening, and ways to relate the work of the school to home projects and boys' and girls' clubs. Text: Studies in Science, Patterson. Spring term.

**Course 41. Nature Study Material and Method.** The course deals with the underlying principles of nature study, material and equipment necessary for effective teaching; methods of teaching including participation in lessons taught in the training school. Prerequisites: High-School Botany or Zoology or Nature Study 31, 32 or 33. Fall term.

**Course 42. Organization of Nature Study for the Grades and Science for the Junior High-School.** The first half of this course deals with the organization of material into courses for the first six grades. The second half of the term deals with the content, organization and presentation of Science in the Junior High-School. Prerequisites: High-School Botany or Zoology and Physics or General Science. Winter term.

**Course 43. Home and School Gardens.** The course includes work in practical gardening, studies in landscaping home and school grounds, and methods of managing and directing children's gardens. Part of the time is given to actual supervision of children in their home gardens. Prerequisite: High-School Botany, or any of the nature study courses named above. Garden Manual, Bailey. Spring term.

**Course 44. Field Studies.** A field study of some of the most interesting nature localities of Illinois. This will be a twenty-one day field trip made by bus with camp outfit. Second summer term 1931. One or two major credits, depending upon amount of work accomplished.

## GEOGRAPHY

The courses in geography are arranged primarily to prepare teachers for (1) lower grades, (2) upper grades and junior high-school, (3) senior high-school, and (4) supervisory work, and to afford (5) the undergraduate preparation necessary for further study in geography with the intent of teaching the subject in junior college, normal school or teachers college.

As a major subject the following sequences are recommended: for junior high-school, Courses 30, 31, 34, and 35, 37, 38 or 40, for senior high-school and supervisory preparation, the courses listed above plus Course 40 and either 41, 42, 43 or 44, 45 and 46. At least nine courses should be completed by those expecting to do graduate study in geography, following the order indicated above.

As a six-course major the following sequences are recommended: With social science, 30, 31, 34, and 35, 38, 39; with physical science, 30, 31, 37, and 44, 45, 46; with biology, 30, 31, 37, and 43, 45, 46, as a general minor, 30, 31, 34 and 35, 37, 46.

**Course 30. Physiography.** A study of man's physical environment; the lithosphere, the atmosphere, the hydrosphere, earth relations; together with their influence upon man's activities. Required of all students not offering physical geography or equivalent for entrance; elective credit for others. Required first course for students choosing geography as a major subject. Affords excellent background for teaching high-school physical geography. Five recitations and two laboratory periods a week. Texts: Physiography, Salisbury; Laboratory Manual; "25 set" of Topographic Maps, U. S. Geological Survey. All terms.

**Course 31. Principles of Human Geography.** A study of man's response to his physical and life environment thru consideration of type environment and geographic regions. This course aims to build up the background of principles of geography for the teaching of geography in the elementary school. Required of all students in Curriculums A, B, L, M or N. Elective credits to others. Prerequisite: For continent and method courses in geography, desirable prerequisite for all courses. Five recitations and two laboratory periods a week. Texts: Principles of Human Geography, Huntington and Cushing (Third Edition); New School Atlas, Goode; Laboratory Manual. All terms.

**Course 32. Method in Lower-Grade Geography.** A study of the content, organization, and presentation of the materials for geography in the lower grades. A six-weeks course required of all students in Curriculums B and C. Fall term sections for Curriculum C, devoted to pre-geography work; spring, mid-spring and summer term sections for Curriculum B. Prerequisite: Geography 31. Texts: The Teaching of Geography, Branom; Home Geography, Ridgley and Dillon; World Geography, Ridgley and Ekblaw.

**Course 33. Method in Upper-Grade Geography.** A course similar in character to Course 32, with emphasis on the problems of upper-grade geography. A six-weeks course required of all students in Curriculum A. Prerequisite: Geography 31. Texts: The Teaching of Geography, Branom; Unit Studies in Geography, Clark; Advanced Geography, McMurray and Parkins. Winter, mid-spring and summer terms.

**Course 34. Geography of North America.** A study of the continent by geographic regions. Emphasis upon the more important human activities and the possibilities of further human utilization. Prerequisite: Geography 31, or considerable teaching experience. Texts: North America, J. Russell Smith; New School Atlas, Goode. Spring and summer terms.

**Course 35. Geography of South America.** A course based upon the geographic regions of the continent, with emphasis upon the commercial relations and possibilities for future development. Offers excellent background for teaching the continent in junior high-school and grades. Prerequisite: Geography 31, or considerable teaching experience. Texts: Economic Geography of South America, Whitbeck; New School Atlas, Goode. Fall and summer terms.

**Course 36. Geography of the Eastern Continents.** The study of Asia, Africa, Australia and the Islands of the Pacific. Covers the subject matter required for presenting these continents in grade and junior high-school geography. Emphasis upon geographic regions and economic problems. Prerequisite: Geography 31, or considerable teaching experience. Texts: Asia, Huntington; Africa, Carpenter; Australia, Carpenter; Ad-



vanst Geografy, McMurray and Parkins; New School Atlas, Goode. Mid-spring and summer terms of odd-numbered years.

**Course 37. Commercial and Industrial Geografy.** A study of the geografic factors influencing the production, distribution, and utilization of the world's most important commodities; the development of trade routes and industrial regions. Affords ample preparation in subject matter for the teaching of high-school commercial geografy. Desirable prerequisite, Geografy 31. Five recitations and two laboratory periods a week. Texts: Economic Geografy, Whitbeck and Finch; New School Atlas, Goode; Atlas of World Agriculture, Finch and Baker. All terms.

**Course 38. Geografy of Europe.** A consideration of the geografic conditions of Europe as a background for the political division; the inter-relations of Europe and other continents; the geografic factors influencing the outbreak, conduct, and settlement of the World War. Prerequisite: Geografy 31, or considerable teaching experience. Texts: Economic Geografy of Europe, Smith; Geografy of Europe, McMunn and Coster; The New Europe, Allen; Senior Atlas, Bartholomew. Winter and summer terms.

**Course 40. Historical Geografy.** A study of geografic influences upon the discovery, exploration, settlement, and development of America. Emfasis upon the economic conditions arising from the general geografic situation. Recommended to students of American History and social science. Considerable library work. Texts: American History and its Geografic Conditions, Semple; American History Atlas, Hart and Boulton; American History Notebooks, Ridgeley and Russell. Fall, spring, and occasional summer terms.

**Course 41. Political Geografy.** A study of the significant changes in the political divisions of the world from the background of geografical conditions. A consideration of geografical facts bearing upon territorial, racial, religious, commercial, and political alignments between nations of the world. Texts: The New World, Bowman; New School Atlas, Goode. Fall term 1930 and alternate years. Occasional summer terms.

**Course 42. Mathematical Geografy, Maps and Grafics.** A course covering the field of mathematical geografy, map projections and map interpretation, and use of grafic materials in geografy. The making and coloring of maps and charts and diagrams. Affords background for teaching these phases of geografy. Text: Mathematical Geografy, Johnson, with considerable laboratory work. Major. Winter term of 1930-31 and alternate years thereafter.

**Course 43. Conservation of Natural Resources.** A course considering the natural resources of the United States; soil and minerals, inland waters, forests; the history of their exploitation, of their influences in the development of the nation; the problem of their future use. Text: The Conservation of Natural Resources in the United States, Van Hise. Much library work. Spring term 1931 and alternate years. Occasional summer terms.

**Course 44. Principles of Anthropogeografy.** A consideration of the operation of geografic factors upon the political, economic, and social development of peoples; the influences of location, area, land forms, water bodies, and climate, separately and in combination. Recommended to students of social science. Text: Influences of Geografic Environment, Semple. Fall term 1931 and alternate years. Occasional summer terms.

**Course 45. Climatology.** A study of the meteorological elements which go to make up climates; classification of climates; climates as human controls; the work of the United States Wether Bureau. Required field excursion to the Peoria wether bureau station. Texts: Meterology, Milham; Climate, Ward. Winter term 1931-32 and alternate years. Occasional summer terms.

**Course 46. Physical and Historical Geology.** A course covering physical, dynamic and structural geology and the leading facts and more

important events of historical geology. Emphasis laid upon the geology of the glacial periods and its influences upon Illinois. Required field trips to the Mackinaw River valley and to the Starved Rock State Park region. Texts: *Geology, Physical and Historical*, Cleland; *Introductory Geology*, Salisbury and Chamberlain. Spring term 1930 and alternate years. Occasional summer terms.

**Courses 47, 48, 49. Field Studies in Geography.** Studies of Illinois, Eastern United States, and Western United States, respectively, using motor-bus and camping outfit. Twenty-eight days of supervised field study, with detailed written report. Two major elective credits in Geography. Courses offered during summer terms in sequence. Geography 48 in 1930, Geography 49 probably in 1931. Registration restricted to students with special interest in geography.

## HISTORY AND POLITICAL SCIENCE

**Course 31. Early U. S. History.** This course traces the growth of the characteristic institutions and ideals of the United States from their beginnings in colonial times, and on European soil, to and including the formation of our Federal Union. Prerequisite: U. S. history in the high school or its equivalent. Text: *Foundations of American Nationality*, Greene. Fall, winter, mid-spring and summer terms.

**Course 32. Later U. S. History.** This course continues the study of those movements and forces which have left their permanent impress upon the national character and institutions. Prerequisite, same as for Course 31. Text: *Development of American Nationality*, Fish. Winter, spring and both summer terms.

**Course 33. History Method in the Lower Grades.** A course dealing with the meaning of history and its aims and methods in the lower grades. The content of the elementary school history curriculum is reviewed and special attention is given to such subjects as use of pictures and maps, dramatization, problem method and the socialized recitation in history. Fall term.

**Course 34. History Method for High Schools.** A study of the scope of history in the high school, its aims, methods of study, and recitation. Some of the topics considered are: the organization of subject matter for teaching purposes, special methods of procedure, measuring progress within the subject, the term paper and the notebook, and collateral reading problems. Prerequisites: History 31 and 32, or 35 and 38. Text: *Teaching of History in Junior and Senior High Schools*, Tryon. Winter term.

**Course 35. Modern European History.** A survey of European history since the 16th century. Economic and social development is considered as well as political development. This is a study of the Reformation, the growth of the national states, the wars of religion, the ascendancy of France, the rise of Russia and Prussia, the ancient regime in Europe, the French Revolution, European imperialism and the World War. Text: *A History of Europe*, Schevill. Spring term.

**Course 36. English History.** This course develops the narrative of English history from the beginning of the Tudor period to the present. Political, economic, and intellectual developments are traced with special emphasis upon progress in commerce and industry, colonial expansion, government, religious toleration, and intellectual movements. Text: *History of England and the British Commonwealth*, Larson. Fall, spring, and first summer terms.

**Course 37. Ancient History.** This is a study of the origin and development of early civilization with particular attention to those peoples whose arts, customs and institutions have served as sources of the life and culture of our own times. Text: *Ancient World*, West. Fall and first summer terms.

**Course 38. Medieval History.** This course treats the medieval period as one of transformation. There is a brief study of the classical, Christian, Teutonic, and Mohammedan contributions and the modifications that occurred in the transition to modern times. Prerequisite, ancient history in the high-school or Course 37. Text: *Medieval Europe*, Thorndike. Winter and summer terms.

**Course 39. History of the West to 1865.** Prerequisite: History 31 or its equivalent. This course traces the story of the Old West with special emphasis on the history of Illinois. It is a study of the French regime, the English occupation, the struggle for the Northwest, 1783-1816, the great migration, the spirit of the frontier; and the problems of Indians, land, internal improvements and slavery. Much attention is given to the influence of the West on national policies. Text: *History of the American Frontier*, Paxson. Summer terms.

**Course 41. Colonial American History.** This course, as well as Courses 42 and 43, is intended for prospective high-school teachers of history and social science. It is an intensive study of the colonial and revolutionary periods of American History. Wide reading is expected and each student is given the opportunity of studying intensively some special phase of the subject. Studies are made on: the discovery of America, the partition of the New World and the struggle for mastery, religious history of the Colonies, the British colonial administration, the Germans and the Scotch-Irish in America, and the political theories of early Americans. Prerequisites, Courses 31 and 32 or equivalents. Fall term, and summer terms.

**Course 42. Constitutional American History.** Similar in methods and prerequisites to Course 41. Intensive studies are made of slavery, political parties, the West, transportation, foreign relations and constitutional developments through the Civil War. Winter term and summer terms.

**Course 43. Recent American History.** Method and prerequisites the same as Courses 41 and 42. It covers the period since the Civil War. Special work is given on the topics, the new South, the American farmer, the rise of big business, American labor, the last frontier, foreign relations, and America's part in the World War. Texts: *Since the Civil War*, Lingley; *Recent History of the United States*, Paxson. Spring term.

**Course 44. European History, 1450 to 1789.** This course, as well as Courses 45 and 46, is intended for special students in history and prospective social science teachers. Special studies are made of the Ottoman Turks, the rise of Prussia, the Reformation, social life in the 17th century, and the Age of Louis XIV. Prerequisite: History 35 and 38 or equivalent. Texts: *Europe, 1450 to 1789*, Turner. Fall term.

**Course 45. European History, 1789 to 1870.** Much time given to the French Revolution and its continuation in the revolutions of 1830 and 1848. Prerequisites, same as for Course 44. Text: *Europe Since 1789*, Turner. Winter term.

**Course 46. Europe Since 1870.** A study of recent European history which aims to acquaint the advanced student with Europe's present problems in their historical setting. Some of the topics considered in this course are: development of the Triple Alliance and the Triple Entente; European crises since 1904; responsibility for precipitating the World War; the treaties; the Russian Revolution; the political awakening of the East. Prerequisites, same as for Course 44. Text: *Europe Since 1789*, Turner. Spring term.

## CIVICS

**Course 30. Advanced Civics.** A course intended for students without civics in the high-schools or experience as teachers of civics. The relation of our constitution to colonial charters and to our early political experience is pointed out. The functions of modern government are studied.



The rights and duties of the citizen under national, state, and local government are considered as essential topics. The course includes a comparative examination of several recent textbooks on the subject as well as considerable library and field work. Text: *The American Democracy*, Forman. Spring and summer terms.

**Course 31. Political Science.** This course deals with the nature, scope and method of political science; the nature, functions, and sphere of the state; nationality, citizenship, its rights, and duties; constitutions; their sources and kinds; the distribution of government powers. Text: *An Introduction to the Problems of Government*, Willoughby and Rogers. Fall term.

**Course 32. Political Parties and Party Machinery.** The history of political parties and especially the development of party machinery, party practices and functions discussed in this course. The breakdown, during recent years, of strict party alignments, with the changes resulting therefrom, receives much attention. This course will demand a considerable amount of library time from the student. Prerequisite: Course 30 or its equivalent. Text: *Political Parties and Electoral Problems*, Brooks. Winter term.

**Course 33. Municipal Government.** A study of the rapid growth of cities in the United States and how they are governed; the field of city government as distinguished from state and national government; problems of city government, as sanitation, transportation, lighting, garbage, parks, police, etc., considered in detail; the city boss and his systems; elections and nominating machinery; the mayor-aldermanic system, the rise and extension of the commission form of city government and the city manager. Prerequisite, Course 30 or equivalent. Text: *An Outline of Municipal Government*, Maxey. Spring term.

**Course 34. Government in Illinois.** A study of government as it operates in Illinois. The study includes enough of history to explain the development of our forms of government, points out their conspicuous defects and discusses plans for improvement. Text: *Dodd's Government in Illinois*. Summer terms.

## ECONOMICS AND SOCIOLOGY

Students specializing in Economics may well take Commercial Geography, Political Science, and the course in Conservation. These courses are described under the appropriate departments.

The course in the Commercial Department upon Money, Banks, and Audits may count as a course in Economics.

**Course 31. Elements of Economics.** English and American industrial history is surveyed briefly. Through concrete problems the student is taught the most important economic principles, and four or five weeks are spent upon practical economic problems. The place of economics in the public schools is discussed. Text: *Seager's Principles of Economics*. All terms.

**Course 41. International Trade and Tariff Problems.** A study of the principles underlying trade between nations and the problems of the tariff. Prerequisite: Economics 31. Texts: *Taussig, International Trade*; *Taussig, Tariff History of the United States*. Fall term 1931 and alternate years thereafter.

**Course 42. Taxation.** An examination of the various forms of taxation, their incidence, their effects upon industry, their value as producers of revenue. Prerequisite: Economics 31. Text: *Seligman, Essays in Taxation*. Fall term 1930 and alternate years thereafter.

**Course 43. Money and Banking.** A course dealing with the origin, history, and functions of money, the standard of value, index numbers,

the functions of banks, the various instruments of credit, The Federal Reserv System. Prerequisite: Economics 31. Texts: Holdsworth, Money and Banking; Phillips, Readings in Money and Banking. Winter term 1931-32 and alternate years thereafter.

**Course 44. Industrial Relations.** This is a course dealing with the relations of Labor and Capital and the economic problems associated with these relations. Prerequisite: Economics 31. Text: Watkins, Introduction to the Study of Labor Problems. Winter term 1930-31 and alternate years thereafter.

**Course 45. American Industrial History.** A textbook (Bogart's) is red, but this is mainly a library course and the time in the classroom is spent chiefly upon the discussion of the library readmgs. Prerequisite, Economics 31. Spring of 1930 and alternate years thereafter.

**Course 46. English Industrial History.** A third of the time is given to Cheney's Industrial and Social History of England, a third to Hayes' British Social Politics, and a third to a study of English economic developments since the outbreak of the World War. Spring of 1931 and alternate years thereafter. Prerequisite: Economics 31.

## SOCIOLOGY

**Course 31. Introduction to Sociology.** This is a broad survey course which aims to orient the student to the several fases of Social Science and to its relation to other fields of knowledge. Sketches of the social theorists from the Greeks to the present century ar presented with applications made of laws which govern society. In addition, the student is introduced to some of the physical factors which form the basis of society, to some of the psychic conditions, to the enthropological development of man, to some of man's institutions and to some of the modern social problems with which man must deal. Open to freshmen and so-fomores. Text: Introduction to the Study of Sociology, Hayes. All terms.

**Course 36. Educational Sociology.** The material in this course shows the student how the school in all of its activities can and should be used to meet and solv the problems of society—political, economic, and social. Emfasis is placed upon the school as an agency of social control as well as an agency of guidance in vocations, habits, skills, and attitudes. The necessity for adapting the school work to the changes in society is made an important part of the work. Text: Martz and Kinne-man, Social Science for Teachers. Fall, winter, and summer terms.

**Course 40. Rural Sociology.** This course deals with the village and country town, growth, decline, helth, sanitation, morality, the social mind; organizations such as the community club, parent-teacher association, farm bureau, grange; the schools, the church, relation of the town to the open country. Emfasis is placed upon methods by which the community thru organization and community action may hav the satisfaction of better living. It is intended to prepare teachers and principals to be leaders, not only in education, but in general community life. Texts: Elements of Rural Sociology, Sims; Manual in Rural Community Problems, Ratcliffe and Hacker. Spring and both summer terms.

**Course 41. Social Pathology.** In this course attention is given to crime and criminals, to theories and to problems of population, to migrations of peoples, to problems of race and religion, to unemployment, to poverty and dependency, to helth, and if time permits, to problems of the insane, feeble-minded, and the maladjusted. Causes and treatments of the problems will be considerd. The emfasis is placed upon case studies. Prerequisite: Sociology 31 or equivalent. Text: Social Pathology, Queen and Mann. Fall and summer terms.

**Course 42. Social Institutions.** The institutions of man—state, church, family, school, industry, professions and customs ar examind for their origin, form, development, as well as for their present and future status. Prerequisite: Sociology 31 or equivalent. Taught in spring term 1931 and alternate years thereafter.



**Course 43. Child Welfare.** The material of this course acquaints the student with the situations surrounding the American child in his relation to his environment. Problems of health, recreation, employment, community contacts and juvenile offenses are considered. A careful examination is made of the agencies engaged in the work of caring for children. The methods by which the school can cooperate in this work is made an important part of the course. Prerequisite: Sociology 31 or equivalent. Text: *Problems of Child Welfare*, Mangold. Winter term.

**Course 45. Socialism and Social Reform.** In this course an examination is made of the outstanding theories which have been advanced to change the social order. The persons responsible for these theories and the time and circumstances under which they lived are considered. The influence of socialist thought upon the social legislation of the past century receives due attention. Prerequisite: Sociology 31 and Economics 31 or equivalents. Text: *A History of Socialist Thought*, Laidler. Spring term 1930 and alternate years thereafter, and some summer terms.

**Course 47. The Evolution of Morality.** A study of the nature, conditions, determining factors, and historical types of moral development, emphasizing the emergence of the moral ideal in our modern socio-economic order in the twentieth century. It also examines the typical ethical ideas that have been formulated in man's endeavor to think and express clearly what is good and right, such as the "hedonistic," the "utilitarian," the "idealistic," conceptions. Prerequisite: Good courses in history, social sciences, and literature. Text: *Ethics*, Dewey and Tufts. Spring term of even-numbered years to alternate with Course 48.

**Course 48. Social Ethics.** A study of ideals of the twentieth century; the typical conditions and most pressing ethico-moral problems arising out of the various human relations in the present social order; some of the particular topics are the ethics of leading vocations, capitalism, laborism, etc. Prerequisite: see Course 47. Text: *Socialized Conscience*, Coffin. Current discussions and literature on ethico-moral problems are drawn upon extensively. Spring term of odd-numbered years.

**Course 38. Social Psychology.** A study of the origin and development of personality as the result of intersocial stimulation. Concrete cases are analyzed to discover the underlying principles and the social forces operative in individual and collective behavior. Texts: *Fundamentals of Social Psychology*, Bogardus; *Personality and Social Adjustment*, Groves. Winter, spring, and summer terms.

**Course 49. Social Behavior. Advanced Social Psychology.** A study of human behavior from the group standpoint; of the physiological and psychological roots of social behavior in the individual; of the psychosocial processes and culture patterns which are the result of human inter-relationships; of personality as it evolves under various social situations. Prerequisite: Sociology 31 or Social Psychology 38. Text: *Source Book for Social Psychology*, Kimball Young. Fall, winter and summer terms.

## LITERATURE

**Course 31. Literature Method.** This course considers the function of literature and its right to be in the curriculum; selection of material for grades and for high-school; and the method of handling the material in the classroom. In the fall term the course gives more careful attention to the primary grades, in the winter to the high-school, and in the spring to the upper grades. Text: *Literature and Life in School*, Colby. All terms.

**Course 32. Literary Types.** This is a study of the elements of verse and the great typical forms of poetry; and of the chief prose forms emphasizing in prose the essay and the novel. The drama whether

in verse or in prose is of course included. Text: *Introduction to Poetry*, Hubbell and Beaty. Fall and summer terms.

**Course 33. Earlier English Poetry and History of English Literature to 1700.** This is an extensiv rather than an intensiv course, covering the period from the beginning of English Literature to the days of Pope and Swift. Texts: *English Poetry*, Manly; *History of English Literature*, Moody and Lovett. Fall term.

**Course 34. Later English Poetry with the History of English Literature from the Beginning of the Eighteenth Century.** This is a continuation of Course 33 and uses the same texts. Winter term.

**Course 35. American Literature.** A rapid survey of American Literature from colonial beginnings to the present time. It is based on *Century Readings from American Literature*, Pattee, with *History of American Literature*, Halleck, to supply a background. Spring term.

**Course 36. Wordsworth and Milton.** In this course close study is given to a number of Wordsworth's Poems, and less detaild study to a considerable body of his work. In Milton likewise there is careful study of at least three of his minor poems and one book of *Paradise Lost* with rapid reading of the rest of *Paradise Lost*. A course recommended to high-school teachers of literature. Texts: *Poems of Wordsworth*, Selected and Edited by Matthew Arnold, Macmillan Co.; and *Milton: Complete Poetical Works*, edited by William Vaughn Moody, Houghton Mifflin Co. Fall and some summer terms.

**Course 37. Junior College Shakspere.** Two plays ar studied in detail in class, *Macbeth* and either *Hamlet* or *King Lear*. Outside of class either three plays of Shakspere or Marlowe's *Edward II*, Shakspere's *Richard II* and a comedy ar studied and then carefully discust in class. These plays always include a comedy and a history that all types of Shakspere's plays may be studied. In 1930-31 the plays studied wil be *Macbeth* and *Hamlet* in class, *Henry IV, Part One*, *As You Like It*, and *Twelfth Night* outside of class. This course or its equivalent elsewhere is a prerequisite for Course 41, Senior College Shakspere. Winter and some summer terms.

**Course 38. Modern Essays and Poetry.** Without setting rigid dates to modernism in either verse or essays, this course is intended to giv the student some notion of current trends of thought, feeling, and art in these fields of literature. Texts: *New Voices*, Marguerite Wilkinson, Macmillan Co., and *Atlantic Classics* (first series). Prerequisite: Course 32, or its equivalent. Spring and some summer terms.

**Course 41. College Course in Shakspere.** Twelv or fifteen plays ar studied with reference to the sources and material used by Shakspere, the date of production, the dramatic structure of the plays, the characterization and motivation. These include typical plays from Shakspere's earliest work to his latest. The Elizabethan theater also is studied for its influence on dramatic structure. Texts: *Complete edition of Shakspere's Plays*, one volume, Oxford University Press; *Introduction to Shakspere*, MacCracken, Pierce and Durham. Prerequisites: Three years high-school work in literature and at least two courses in literature of college grade. One of these should be Course 37 unless a full equivalent has been taken elsewhere. Spring and summer terms.

**Course 42. American Poetry.** This is a course in the rapid reading of American poets from Bryant down. It covers study of their characteristic themes, attitudes, styles, and their relations and contributions to the national life. Texts: *Chief American Poets*, Page. Prerequisites to this and the following courses: A year's work in college literature, including Course 32 or its equivalent. Fall term 1931 and alternate years thereafter, and some summer terms.

**Course 43. English Drama.** This is a study of the development of the drama from the miracle plays down to the closing of the theater by Parliament in 1642. For the first part of the work the authorities most used ar Pollard, Manly, Gailley, Schelling, Chambers, and Ward; later,

Chief Elizabethan Dramatists, edited by Neilson, is the text. Prerequisite: six college courses in literature, including Course 37. Winter term 1931-32, and alternate years thereafter and some summer terms.

**Course 44. The English Novel.** This sketches briefly the literary types that led to the novel and then studies characteristic novels by Richardson, Fielding, Smollett, Sterne, Walpole, Goldsmith, Burney, Edgeworth, Jane Austen, Scott, Dickens, Thackeray, Bronte, Eliot, Meredith, Trollope, Reade, Hardy, Hawthorne, Stowe, James, Howells, Stevenson, together with a few of the best of the current novels of Great Britain and America. Prerequisite: Four college courses in Literature. Cross's Development of the English Novel is used as a guide in part, but the library is the main dependence for material. Spring term 1932 and alternate years thereafter, and some summer terms.

**Course 45. British Poetry of the Nineteenth Century.** A study of the chief poets of the period, their themes, their thoughts, their styles, and their relations to their times. Text: British Poets of the Nineteenth Century, Page. Prerequisites: Courses 32, 33, and 34 or their equivalents. Fall term 1930 and alternate years, and some summer terms.

**Course 46. Browning.** A study of a wide variety and great body of Browning's work, including his chief lyrics, narratives, monologs, and dramas, together with *The Ring and the Book*. Text: Macmillan's or Houghton Mifflin's one volume edition of Browning's works. Prerequisite: Six college courses in literature. Winter term 1930-31 and alternate years, and some summer terms.

**Course 47. American Prose of the Nineteenth Century.** This covers the most representative American prose writers of the century aside from fiction. It is largely a study of the best thought of the time on literary, social, religious and political themes. Text: *The Chief American Prose Writers*, edited by Norman Foerster, supplemented by library readings, and by *Riverside Literature Series*, Nos. 32 and 261. Prerequisite: Three college courses in literature. Winter and some summer terms.

**Course 48. British Prose of the Nineteenth Century.** This corresponds to Course 47 and does for British prose what Course 47 does for American. Text: Alden's *Readings in English Prose of the Nineteenth Century*. Prerequisite: Four college courses in literature. Spring term 1931 and alternate years.

## THE ENGLISH LANGUAGE

**Course 1. Orthography.** The purpose of this course and of the course in spelling is to prepare students to teach the orthography outlined for the seventh and eighth years in the Illinois State Course of Study. A six-week course, half-credit. Text: Cavins. Spring and summer terms.

**Course 2. Spelling.** (5 weeks or longer.) All students are offered an examination in spelling at the opening of the fall term and at least once within each other term thereafter. Those who show by such examination the ability to spell ninety out of one hundred familiar words such as lose, led, busy, until, separate, reference, blamable, ridiculous, accommodate, and recommend are excused from further work in spelling. Those who do not pass the examination should, as early as practicable, take a course of five weeks, or longer if necessary. No credit. No student is recommended for a teacher's certificate or for a position to teach or for a diploma until he has carried spelling.

**Course 3. Penmanship. Writing Drill.** (6 weeks, or longer.) A course to enable students to improve their writing if it is manifestly illegible or in bad form. It is a required subject for those whose writing is distinctly poor. No credit except in Curriculum N.



**Course 21. Grammar: The Sentence.** A study of the English sentence. For students who have not completed a full high-school course in English. Text: English Grammar, Gowdy. First summer term. Major credit toward renewal of certificate. One-half major credit toward graduation.

**Course 22. Grammar: The Parts of Speech.** This study includes classification, a summary of uses and inflections. Prerequisites: Course 21. Courses 21 and 22 are the equivalent of Course 31. Recites once a day. Text: English Grammar, Gowdy. Second summer term. One-half major credit.

**Course 30. Rhetoric.** This is a practical no-credit course in English composition for students who have not finished the high-school or for students who have revealed deficiencies in their preparation. Texts: Studies in Grammar, Heamans; Practis Leaves in the Essentials of English, Moffett and Deffendall; Century Hand-Book of Writing. Fall, winter, spring.

**Course 31. Grammar.** A study of the sentence and of parts of speech. It covers in one term the subject matter of Courses 21 and 22. For high-school graduates and experienced teachers. Text: English Grammar, Gowdy. All terms. Major credit.

**Course 32. Science of Discourse.** A course in theme writing. Special attention is directed to the improvement of the vocabulary, to organization of material, and to effective methods in description, narration, and exposition. Two themes a week are required. Texts: Composition for College Students, Thomas, Manchester, and Scott; The Century Collegiate Handbook. All terms.

**Course 33. Journalism.** A practical course in English Composition as related to the production of the modern newspaper. It is the especial function of this class to fill the columns of the Vidette. Text: Newspaper Writing and Editing, Bleyer. All terms.

**Course 34. History of the English Language.** This course traces briefly the phonological and inflectional changes that the Teutonic dialects of the Angles, Jutes, and Saxons have made during their development into the spoken and written English of today. The periods of literary ascendancy of different dialects and the establishment, the history, and the tendencies of the modern standard speech are considered. Emphasis is placed on the native element in, and the growth of, the English vocabulary. Oral reports of collateral reading are regularly required. Text: History of the English Language, Emerson. Spring term.

**Course 35. Intermediate Language.** This course is based upon the State Course of Study. The relation of the language work to the other studies of each grade is shown; also the method of dealing with the poems, stories, and other exercises of the State Course. Texts: Lessons in English, Book I, Gowdy and Dexheimer; Better Every-Day English, Paul; State Course of Study. Half-credit. All terms.

**Course 40. Method in English Composition.** This course includes a study of the materials and methods of teaching the mechanics of English, diction, and vocabulary building, and oral and written composition in the grammar grades and in the high-school. Prerequisites: Science of Discourse and at least sophomore standing. Semi-major.

**Course 41. Advanced Exposition.** A course in the structure and methods of detailed exposition. Emphasis is laid on the methods and standards of investigation, on organization of subject matter, and the principles governing connected discourse. This course is required of all juniors except those who have obtained a grade above 89 in Science of Discourse. Prerequisite: Course 32 or its equivalent. Texts: Expository Writing, Fulton; Points of View for College Students, Kaufman. Fall, winter, and spring terms.



**Course 42. Creativ Prose Composition.** The aims of this course ar, first to acquaint the student with the creativ prose writing of some of our most distinguisht authors, with special emfasis on those of the past half century; and second to stimulate him to creativ writing of his own in such fields as the Familiar Essays and the Short Story. Prerequisite: Science of Discourse. Texts: Short Story Writing, Orvis; Modern Familiar Essays, Tanner. Spring term.

## SPEECH

**Course 35. Phonics and Dictionary Work.** (6 weeks, half credit.) This course should be taken as soon as practicable after matriculation. A study of the formation of English vowel and consonant sounds, syllabication, accent, and diacritical marks with much practis in pronunciation; supplementary to Courses 30 or 31.

Students who are proficient in the use of the dictionary may be excused from taking this course, the test of proficiency being an examination offerd in the first day of each term and on suceding days until completed. Texts: Dictionary Work, Metcalf and De Garmo; some good dictionary. All terms.

**Course 30. Elementary Reading.** Anelementary course designd for those students who ar deficient in oral reading. Vocabulary bilding, distinctness and precision of utterance, accurate thought presentation ar the problems given principal attention. Major or semi-major. Text: Natural Drills in Expression, Phillips. Fall term and first summer term.

**Course 31. The Reading of Poetry.** The primary purpose of this course is to show what poetry is and to train the student in rendering it orally. Analysis is used as a preparation for oral expression. A study of the fundamental basis of rhythm is an important element of the course. Assonance and tone-color ar studied. Thru a recognition of the intellectual, imaginativ, and emotional aspects of poetry, the student is encouragd to read for enjoyment. Text: English Poetry, Its Principles and Progress, Gayley, Young and Kurtz. This course may be taken either as a major or a semi-major. All terms.

**Course 32. Primary Reading.** This is a course which discusses the various problems that arise in teaching reading in the lower grades. Text: Teaching Children to Read, Klapper. All terms. Half credit.

**Course 32A. Intermediate Reading.** This course deals with the problems of teaching reading in the intermediate grades to secure speed in silent reading and good expression in oral work. No student may receive credit for both primary and intermediate reading. Text: Reading Objectivs, Anderson and Davidson. Summer terms. Half credit.

**Course 33. Method in Advanst Reading.** A study of the problems that arise in the upper grades; standards ar establisht for use in teaching silent and oral reading; reading tests; opportunity given to observe reading classes in the Training School. Texts: How To Teach Reading in the Public Schools, Clark; Reading Objectives, Anderson and Davidson. All terms. Half credit.

**Course 34. Children's Literature.** A course designd to meet the needs of the teacher in the elementary grades. It includes a discussion of the art of story-telling as wel of material to be used and red. Major or semi-major. Text: Literature in the Elementary School, MacClintock. Winter, spring and summer terms.

**Course 36. Public Speaking.** The preparation and delivery of original extempore speeches. An introduction to the psychology and rhetoric of public speaking, and to the elements of superior oral expression. Platform deportment. Text: Effectiv Speaking, Phillips. All terms.

**Course 41. Argumentation.** The theory of argumentation, with practis in preparation of briefs and oral debates on leading questions of the day. The course aims to develop ease, rediness and force in extempore speaking and to cultivate logical, analytical, and discriminate thinking. Problems which arise in coaching debating teams ar considered. Text: *Argumentation and Debating*, Foster. Fall term.

**Course 42. Advanced Argumentation.** Students who ar members of the university debating squads ar required to take this course. An intensiv study is made of the questions to be used in intercollegiate debating. Winter term.

**Course 43. The Speaking Voice.** This course aims to lay the basis for a correct use of the voice in speech and oral reading. The training given seeks especially to aid the prospectiv teacher to develop a pleasant speaking voice adequate to the demands of the school room. The voice problems of speakers and readers appearing in public ar also given attention. Text: *The Speaking Voice*, Everts. Fall term.

**Course 44. Modern Drama.** The aim of this course is to giv a standard of criticism of plays thru a study of the technique of the best contemporary drama. Plays ar red and discust in class. A special form is used for reports upon other plays red outside of class. The students ar encouraged to recognize dramatic values and to read plays for enjoyment. This is a companion course to Course 45. Text: *A Study of the Modern Drama*, Clark. Winter term.

**Course 45. Play Coaching.** A course designd to meet the needs of the teacher who is calld upon to produce plays in the high-school or in the elementary grades. Instruction is given in the choice of plays, stage business, make-up, scenic effects, lighting, and other matters that amateurs need to know. This is a laboratory course in that the students apply their knowledge in the actual production of plays. A public presentation is arranged for those plays which hav been especially well-prepared. Junior college credit is given for this course when it precedes the course in Modern Drama. Text: *Practical Stage Directing for Amateurs*, Taylor. Fall and spring terms.

**Course 46. Platform Reading.** A course in oral expression developing the study and use of gesture, facial expression, and pantomime. Platform art from the reader's point of view. Original arrangements of programs for public presentation. Readers traird for the Edwards Medal contest. Text: *Speech and Stage Deportment*, Morgan. Winter term.

**Course 47. Advanst Public Speaking.** The basis of the work is the larger speech on the more formal occasion than the extempore speech demands. Study of the works of distinguisht speakers. Preparation of addresses for use before large audiences. Prerequisite: Public Speaking. Text: *The Art of Public Speaking*, Esenwein and Carnagey. Spring term.

**Course 48. Oratory.** Eulogies, inaugurals, after dinner speeches; speeches of introduction, farewell, response, presentation, and acceptance. The rhetoric of public speaking is emfasized. Students who wish to enter the oratorical contests of the school are advised to take this course as one speech is required that can appropriately be used in an oratorical contest. Text: *The Oration*, Brink. Fall term.

**Course 49. The Teaching of Speech in the Secondary School.** A study of objectivs, sources of material and methods used in teaching oral English in the high-school. The correction of speech defects, the teaching of drama, public speaking, and debating ar given attention. The organization and management of high-school literary societies and speaking contests ar considered. Text: *A Course of Study in Speech Training and Public Speaking*, Drummond. Spring term.

## LATIN, FRENCH, SPANISH

### LATIN

The courses offered in Latin are intended to meet the needs of two classes of students: (a) Those who desire knowledge of the language but do not intend to teach it, and (b) those who have completed at least three years' work and expect to teach Latin in high-schools.

For beginners there is a curriculum consisting of twelve courses. For those who have completed this curriculum, or its equivalent, there are eight advanced courses.

For students in the second group, a curriculum of three courses is offered. In addition to these, advanced courses should be taken. Students who begin the study of Latin are urged to complete at least two years' work before discontinuing it.

### CURRICULUM FOR BEGINNERS—B

**Latin 11, 12, 13.** Inflections, reading and writing of easy Latin, with study of English derivatives. Text: *Elementary Latin*, Ullman and Henry. Fall, winter, and spring terms respectively.

**Latin 14, 15, 16.** Inflection and fundamental principles of syntax are reviewed. Easy stories in Latin are read followed by selections from Caesar's Gallic War. Latin composition and the study of English derivatives are continued. Text: *Second Year Latin*, Ullman and Henry. Prerequisite: Latin 13. Fall, winter, and spring terms respectively.

**Latin 34, 35.** Cicero. Five orations of Cicero are read. The political institutions and private life of the Romans are studied. Text: *Cicero's Orations*, D'Ooge. Prerequisite: Latin 16. Fall and winter terms respectively.

**Latin 36.** Ovid. Selections from the *Metamorphoses* of Ovid, Scansion is studied and the mythology of the Greeks and Romans. Prerequisite: Latin 35. Text: Ovid, Miller. Spring term.

### COURSES IN METHOD OF TEACHING LATIN

**Latin 31.** *Method of Teaching First-Year Latin.* Prerequisite: Two or more years of Latin. A study is made of the recommendations of the Classical Investigation Committee; modern methods are examined; actual lessons in beginning Latin are prepared and taught. The content of first year work is thoroughly reviewed. Text: *Elementary Latin*, Ullman and Henry. Fall term.

**Latin 32.** *Caesar-Cicero Method.* A study is made of the aims, content, and method of teaching second and third year Latin. Portions of Caesar's Gallic War and of Cicero's Orations are studied with special reference to syntax, word order, translation, and presentation of these things to high-school classes. Students do some practical teaching in this class. Prerequisite: Latin 31. Text: Any good edition of Caesar or Cicero. Winter term.

**Latin 33.** *Latin Prose Composition.* Prerequisite: Three years of Latin. Text: Jones. Spring term.

### ADVANCED COURSES

**Latin 37, 38, 39.** Vergil, *Aeneid* I-VI, with selections from VII-XII. Attention is paid to scansion and to literary aspects of the poem, with such outside reading and reports as the teacher may suggest. Prerequisite: Latin 36. Text: Knapp's Vergil's *Aeneid*. Fall, winter, and spring terms respectively.



**Latin 39a. Ancient History.** (See History 37.)

**Latin 41. Livy.** Selections from Books I, XXI, XXII. Prerequisite: Four years of Latin. Text: Lord. Fall term of 1929 and alternate years thereafter.

**Latin 42. Horace.** Selections from the Odes and Epodes. Prerequisite: Latin 41. Text: Smith. Winter term 1929-30 and alternate years thereafter.

**Latin 43. Method in Vergil and Ovid.** There is careful study of both scansion and text, but the course aims to give also an appreciative insight into the Aeneid and Metamorphoses. Prerequisite: Latin 42. Spring term 1930 and alternate years thereafter.

**Latin 44. Cicero De Senectute or De Amicitia, Terence Phormio.** Prerequisite: Four years of Latin. Text: Kelsey, Sloman. Fall term 1930 and alternate years thereafter.

**Latin 45. Pliny.** Selected letters. Prerequisite: Latin 44. Text: Westcott. Winter term 1930-31 and alternate years thereafter.

**Latin 46. Latin-English Etymology.** This course discusses the origin and development of language, the relation of the Indo-European languages to each other, the phonetic laws governing change in the forms of words, semantics, and similar questions. The history of the English language is studied with special reference to its Latin element. Prerequisite: Four years of Latin. No text is required. Spring term 1931 and alternate years thereafter.

**Latin 47. Roman Private Life.** A course designed to add background to the knowledge of the teacher of Latin or Ancient History. Spring term and alternate years thereafter.

**Latin 48. Sallust, de Coniuratione Catilinae.** This course is designed especially to furnish historical background for teachers of Cicero. Text: Sallust, Capes. Summer term 1930 and alternate years thereafter.

**Latin 49. Vergil, Bucolics and Georgics.** For teachers of Latin poetry. Text: Page, Vergils Bucolics and Georgics. Summer term 1931 and alternate years thereafter.

## FRENCH

Two years of French are offered in the University High-School; four in the Teachers College. Students who have had two years of high-school French should enroll for French 34.

**Courses 31, 32, 33. First Year French for College Students.** This course includes French pronunciation, grammar, dictation, reading of simple French, conversation based on the material read. Texts: *Première Année de Français*, Bovee; *Petits Contes de France*, Meras and Roth. *La Belle France*, De Montvert; *Le Voyage de Monsieur Perrichon*, Labiche and Martin.

**Course 34. Systematic review of grammar and irregular verbs.** The use of phonetic symbols is taught as an aid to accurate pronunciation. Text: *Review Grammar*, Carnahan.

**Course 35. A reading course conducted in French.** Recitation work consists in reading aloud, conversation about the material read, drill on idioms. Texts: *Mille de la Seiglière*, Sandeau; *Le Livre de Mon Ami*, France; *Eugène Grandet*, Balzac; *Le Bourgeois Gentilhomme*, Molière; *La Tulipe Noire*, Dumas; *Les Oberles*, Bazin; *Les Misérables*, Hugo.

**Course 36.** The aim of this course is to develop the ability to speak and write idiomatic French. Short stories are read aloud and made the basis for daily oral and written composition. Text: *Contes français*, Buffum.

**Advanced Courses.** Only students enrolled in courses numbered in the forties may be recommended for practice teaching in French in the high school.



**Courses 41, 42, 43. Third Year French for College Students.** A general survey of French literature with special attention to the study of the drama. Text: *La Fille de Roland*, Bornier; *Le Cid*, Corneille; *Tarantuffe*, Moliere; *Hernani*, Hugo; *Cyrano de Bergerac*, Rostand; *Le Crime de Sylvestre Bonnard*, France; *Lyrics of the Nineteenth Century*, Henning; *History of French Literature*, (to be selected). 1928-29 and alternate years thereafter.

**Courses 44, 45, 46. Fourth Year French for College Students.** A more detailed study of the history of France and of French literature than was given in the third year, with special emphasis on the writers of the Seventeenth century. Half of one term is devoted to a discussion of problems and methods of teaching French in the high-school. Texts: *Histoire de France, Cours Moyen*, Lavissee; *Seventeenth Century French Readings*, Schinz; *and King*; *Theatre Choisi de Corneille*, Hachette; *Theatre Choisi de Racine*, Hachette; *Theatre Choisi de Moliere*, Hachette, 1927-28 and alternate years thereafter.

### SPANISH

Two years of Spanish are offered in the Teachers College.

**Courses 31, 32, 33. First Year Spanish for College Students.** An inductive development of grammatical principles precedes the formal study of Spanish grammar. The reading of Spanish prose is begun in the winter term. Texts: *Poco a Poco*, Hall; a trip to Latin America, Fuentes and Francois; *Por Espana*, Walsh. Each year.

**Courses 34, 35, 36. Second Year Spanish for College Students.** These courses include a systematic review of Spanish grammar and irregular verbs; the reading of Spanish plays, poems, short stories, and novels; prose composition dealing with the correct forms for letter writing, summaries of material read in class, and original themes. Prerequisite: Spanish 31, 32, 33, or two years of high-school Spanish. Texts: *La Conjuracion de Venecia*, Martinez de la Rosa; *El Pajaro Verde*, Valera; *Amalia*, Marmol; *La Hermana San Sulpicio*, Valdes; *El Capitan Veneno*, Alarcon; *O Locura o Santidad*, Echegaray; *Jardin Unbrijo*, Valle-Inclan.

### PUBLIC SCHOOL MUSIC

**Course 30. Elements of Music and Notation.** This course is for beginners in sight-reading. It deals with the elements of music and their notation; sight-reading in unison, two-, three- and four-part harmony; the major scale, major keys and chromatic tones; written work as a further means for ear and eye training; special ear-training in both the larger and smaller units of thought in music; periodical lessons in the appreciation of music. Text: *Elements of Music in Song*, Westhoff. Half credit. All terms.

**Course 31. Advanced Sight Reading.** This course is for students who have finished Course 30 or its equivalent, and who intend to teach in intermediate or grammar grades. Sight reading in unison and in parts; review of chromatic tones and their notation in all keys; major and relative minor scales and keys; intervals and chords; modulation and key relationship; written work; ear training; periodical lessons in the appreciation of music. Text: *Ideal Music Series, Book Four*. Half credit. All terms.

**Course 32. Music Methods in Primary Grades.** The complete song as a basis for the child's music education, taught by rote. Selecting songs; (a) with reference to their use; (b) with reference to the child's voice. How to teach a rote song; development and care of the child voice; the monotone; observation of the simpler elements of the familiar song;

notation of familiar melodies; written work; reading simple melodies. Prerequisite: Music 30. Texts: Ideal Music Series, Books One and Two. Half credit. Winter and spring terms.

**Course 33. Music Methods in the Upper Grades.** This course covers the work for grades five to eight inclusiv. A discussion of the presentation and development of the chromatic tones the logical succession in the study of the various rhythmical problems; the presentation and development of the several forms of the minor scale; part-singing; modulation; classification of voices in the upper grades; written work; song interpretation; practis teaching in the Training School. Fall term. Text: Ideal Music Series, Book Three. Prerequisite: Course 31. Fall term.

**Course 34. High-School Music.** Bibliografy of high-school music; the organization of the glee clubs, orchestra and band; a study of orchestral and band instruments; conducting a school operetta; a brief study of the lives and works of the great composers; periodical lessons in the appreciation of music; practis teaching. Prerequisite: Music 30 and 31. Material: Chorus and glee club selections. Winter term.

**Course 35. Elementary Harmony, and History.** Scales, intervals and chords in major and minor keys; chord relationship and harmonization of simple tunes; the dominant seventh in the major and minor modes; a brief survey of the history of music from the time of Bach to the present. Text: Harmony for Ear, Eye, and Keyboard, Heacox. Spring term. Prerequisite: Music 30 and 31.

**Music 36. Music Appreciation.** Discussion of the values and aims of music appreciation in the public schools. A study for each grade and for the high-school of—

1. Various specific aims in listening lessons.
2. Music best adapted for accomplishing these aims.
3. Ways of using this music. Demonstration lessons to illustrate the more important points. Quarter credit. First summer term.

**The Choral Club.** The Choral Club a chorus of mixt voices—meets twice each week. Composition of the better class and excerpts from the standard cantatas, operas, and oratorios ar studied and prepared for public presentation. Three concerts ar given each year.

**The Glee Clubs.** Practis in part singing may be further developept in connection with the work of the Girls' Glee Club and the Boys' Glee Club, which meet twice a week for practis.

**The Orchestra.** Students who play upon orchestral instruments ar given an opportunity for practis in concerted playing. The orchestra holds one rehearsal each week.

**The Band.** The Normal University owns fifteen instruments, upon which regular lessons ar given until sufficient skil is gaine for concerted playing. The band and orchestra furnish music for the social functions of the school.

For participation in these voluntary musical organizations one credit, or one-half credit may be allowd.

## FINE AND APPLIED ARTS

The aim of this department is to train teachers and supervisors of drawing, design, and applied arts for the elementary and high schools of the state of Illinois. This school affords excellent facilities for training of special teachers. The professional studies of the Teachers College enable the student of art to organize and conduct the courses in art education in the elementary and high-schools of Illinois. Beginning with the fall term 1931, Curriculum F wil add one year of art work.

All students in the special art classes will leave for the institution at least one sample of their work in drawing, sketching, color, and design and one of their work in craft or applied art.

**Course 30. Drawing.** This course aims to familiarize the student with the elements of drawing and to enable him to use them as a means of expression. Pencil, ink, charcoal, or color may be used. It is recommended that Courses 35 and 38 be elected to supplement this course. Half credit. All terms.

**Course 32. Perspectiv.** Advanst drawing. Freehand problems in parallel, angular and oblique perspectiv. Freehand sketching and out-of-door and interior problems, which demand a knowledge of convergence and foreshortening. Two hours daily. Fall term.

**Course 33. Constructiv Drawing.** Advanst perspectiv where the lighting of an object is considerd and analyzed. Study of composition and values. Charcoal, pencil, ink and color ar used. Prerequisite: Course 32. Half credit. Winter term.

**Course 34. Advanst Drawing.** Drawing from cast and costumed models for students in the special art courses. Quick sketches as well as drawings carried to completion. Different mediums may be used. Prerequisite: Course 33. Two hours daily. Winter term.

**Course 35. Color.** This course takes up the theory of color and making of charts. Painting of stil life studies in water color. A finer feeling for color wil be developot thru this course. Half credit. All terms.

**Course 36. Color Practis.** A course in advanst water-color techniques. Still life and landscape painting. Two hours daily. One credit. Prerequisite: Course 35. Spring term only.

**Course 37. Blackboard Drawing.** This course offers practis in drawing at the blackboard. Quick, effectiv sketches. The work is based upon a knowledge of light and shade and skil in drawing. Half credit. Spring term.

**Course 39. Art Organization.** The function of art in the public schools; the different branches taught and their relation to each other. Students plan and make courses of study that may be used in elementary schools. Text: *Organization and Teaching of Art*, Winslow. Spring term.

**Course 38. Art Appreciation.** A history of art from the beginning of man down thru the ages, touching on most important periods. A study of paintings suited to classroom discussion. The school is equipt with a good reference library, pictures, lantern slides, casts, and other collections. Text: *Art Thru the Ages*, Gardner. Winter term. Half credit in summer term.

**Course 39A. Oil Painting.** Advanst color, using oil as a medium. Stil life. Study of organization and composition of a picture. Different methods explaind. Prerequisite: Course 35. Spring term. Two hours daily.

#### DESIGN AND APPLIED ART

**Course 30. Design.** This course aims to give the student a knowledge of the basic principles of design and how to apply them, with the two-fold purpose of (1) enabling him to recognize good design in commercial products and (2) stimulating his own creativ imagination. Minor credit. One hour daily. Fall and spring terms.

**Course 32. Primary Handwork.** The subjects of paper construction, clay modeling, weaving, coarse needlework, simple basketry and applied design are studied from the standpoint of their educational value. The opportunities for correlating handwork with the other subjects in the curriculum are constantly in mind. Half credit. All terms.

**Course 33. Metal Craft.** Problems involving etching, saw-piercing, strippling, raising, riveting and repousse ar given during the first half of the term. The remaining time is devoted to jewelry making in silver,



including the setting of stones. A series of problems is planned which may be carried out in high-schools with very little equipment. Prerequisite: Design 30. Two hours daily. Winter and spring terms.

**Course 34. Pottery.** The course in pottery includes free modeling, coil-building, work on the potter's wheel, the making of molds and casting. Some study is made of the composition of glazes and students learn to apply glazes and to care for and run the kiln. The history of the ceramic art is briefly considered. Prerequisite: Design 30. Two hours daily. Fall term.

**Course 35. Bookmaking.** The course includes problems of progressive difficulty, suitable for primary, intermediate and upper grades, which may be given in the regular schoolroom without expensive equipment, such as booklets, portfolios, notebooks, scrapbooks and pamphlets. One or more books will be bound in standard binding and some time will be devoted to the repairing of books. Spring term and first summer term. Half credit.

**Course 36. Home Decoration.** The course deals with the home, its location, surroundings, plan, and construction, and with the several phases of interior decoration. The treatment of walls and floors, floor-covering, the selection and arrangement of furnishings, and color are among the subjects considered. This course is planned so as to be practical in application. Prerequisites: Design 30 and Color 35. Two hours daily. Winter term.

**Course 37. Costume Design.** Design principles and color theory are here studied in terms of dress and its relation to the wearer. The course includes practical problems in representation and the technical difficulties are adjusted to the ability of the student. Some work is given in modeling in paper or cloth with the object of gaining a more thorough understanding of the construction of garments and as an added means of originating designs. Prerequisites: Design 30 and Color 35. Two hours daily in spring term. Half credit in summer terms.

**Course 38. Commercial Art.** This course covers all types of lettering that might be used in school problems, such as the making of posters, etc. Drawings will be made with varied technique, suited for school annual reproduction. Prerequisites: Design 30 and Color 35. Two hours daily. Spring term.

**Course 39. Advanced Crafts.** Designing and constructing of problems suitable for upper grades and high-school, such as lamp shades, gesso application, leadwork, ivory cutting, batik and other popular crafts. Prerequisites: Design 30 and Color 35. Two hours daily. Fall term.

## INDUSTRIAL ARTS

The courses in this department have been planned with the purpose of giving information, skill, and teaching ability in the various manual or industrial arts which are commonly taught in the State of Illinois. New equipment is being added from time to time to meet the needs in the various courses. The demand for teachers of practical arts is strong, especially for those who have completed four years of work.

**Course 30. Beginning Benchwork in Wood.** The main purposes of this course are: (1) to show the proper use of various woodworking tools and the processes followed by skilled craftsmen, and (2) to give the needed information about the tools and the materials worked with. Small projects useful in the home are designed and made by the students. Text: *Handwork in Woods*, Noyes. Two periods daily. Fall and first summer term.



**Course 30a. Advanst Benchwork in Wood.** This course is a continuation of Beginning Benchwork. More difficult processes in joinery ar taught and larger projects interesting to high-school boys are designd and constructed. The formal class work takes up the tool processes and materials which ar used. Prerequisite: Course 30 in Benchwork. Text: *Handwork in Wood*, Noyes. Winter term.

**Course 30b. Electrical Construction.** Practical application of electrical theory is made thru the construction of electrical apparatus and household appliances. Underwriters' codes for electrical installations ar studied together with the basic principles of the operation of electro-magnets, induction coils, bells, direct current motors, and generators. Attention is given to house wiring, radio repair, storage batteries, meter reading and general testing. The course is intended for those who desire a practical knowledge of electricity and who desire to gain skill in the actual construction of electrical apparatus. Two hours per day for 12 weeks. Texts: *Practical Electricity for Beginners*, Willoughby; *Elementary Electricity (Job Sheets)*, Willoughby. Fall term and first summer term; each half being given in alternate summers.

**Course 31. Wood-Turning.** The chief tool processes used by the skild wood-turner ar taught. A few of the elementary principles of pattern-making ar also learn'd thru demonstration and practis. Pre-requisit: Benchwork Course One. Text: *Pattern-making Note-Book*, Greene. Spring term.

**Course 32. Furniture Construction by Factory Method, Using Wood-working Machinery.** This course givs an experience in the factory method of construction. Each student is given from one to two weeks of work on each machine thus receiving a varied training. The work consists of cabinet-making, furniture construction and wood finishing. Prerequisite: Course 1. Two periods daily. Winter term.

**Course 33. Elementary Woodwork and Craft Projects.** This course deals largely with the making of toys for children in the elementary schools. Supplies, materials and equipment together with suitable projects, courses of study and sources of information ar given attention. Teachers in kindergarten, elementary village grade, and country schools wil find work in this course suited to their needs. Text: *Toys*, Harry Wright. One hour a day for twelve weeks. Spring and first summer terms. Half credit.

**Course 34. Teaching Industrial Arts.** This is a special method course and deals with the fundamental problem in teaching. Some of the subjects considerd ar: the place of industrial arts in education at present; the development of appreciation; types and classification of manual arts; the philosophy, psychology, and aims or purposes; typical methods of teaching hand work; the lesson and lesson plans or job sheets; class management; success and standards of a teacher; and selection and organization of subject-matter for teaching. Text: *Teaching the Manual and Industrial Arts*, Griffith. Prerequisite: Benchwork. Fall term.

**Course 35. Mechanical Drawing.** This is a course for beginners and includes working drawings, lettering, geometrical drawings, problems in projection, inter-sections of solids, development of surfaces, tracing and blue printing. Students may furnish their own instruments or rent them from the department. Two hours a day for twelve weeks. Text: *Mechanical Drawing Problems*, Weick. Fall term.

**Course 35a. Sheet Metal Drafting.** In this course the underlying principles of sheet-metal pattern drafting ar presented. The course is arranged to giv practical application of these principles, thru the making of cardboard models showing clearly the principle involvd. Many patterns of sheet metal objects ar made which may be used later by the teacher. Prerequisite: Course 35, or its equivalent. *Sheet Metal Drafting*, Longfield. Two hours a day for twelve weeks. Winter term.

**Course 35b. Mechanical Drawing.** This course is intended for students pursuing courses in art and design. The elements of mechanical drawing are given and applied in designing simple structures. Attention is given to principles of design both applied and structural. Blueprint reading and making are studied briefly. This is a beginning course and is open to all. Two hours a day for twelve weeks. Winter term. Text: *Mechanical Drawing*, Ermeling-Fischer-Green.

**Course 36. Machine Drawing.** This is an advanced course for students who wish to be prepared to teach mechanical drawing in high schools. The special conventions of machine drawing, sketching, detailing, assembling, etc., are presented to the student in this course. Two hours a day for twelve weeks. Prerequisite: *Mechanical Drawing*. Text: *Mechanical Drawing Problems*, Weick. Winter term.

**Course 37. Architectural Drawing.** This course includes architectural lettering, conventions, plans and elevations, study of materials, and specifications. One hour a week is devoted to the study of architectural forms and architectural history through the use of lectures and lantern slides. Two hours a day for twelve weeks. Prerequisite: Course 35. Text: *Progressive Steps in Architectural Drawing*, Seaman. Spring term.

**Course 38. Principles and History of Manual Training.** This course follows the various movements and influences that have contributed to our present-day manual and industrial arts courses, and considers especially the philosophy and basic principles of each. The work of the educational reformers, the manual labor movements in Europe and the United States, the Land Grant Act of 1862 and the rise of technical education, arts and crafts influence, Swedish sloyd, the Russian system and its introduction into high-schools, the vocational education influence and the demands for teaching farm and home mechanics—all these are studied with reference to our present courses. Text: *History of Manual Training up to 1870*, by Bennett, and library reading. Spring term. One-half credit.

**Course 38a. Wood and Wood Finishing.** This course consists of two parts; the first of which treats of the characteristics and growth of wood considered from the botanical and chemical aspects. Later topics for consideration are: density, weight, specific gravity, seasoning, and moisture content of lumber; shrinking, swelling, and warping; durability, decay, and preservation; grading of lumber; manufacturing and lumber sizes. During the second half of the course the work will consist of study and practical finishing of wood. Some of the subjects considered are: various kinds of stains and dyes, wood fillers, shellac and spirit varnishes, oil varnishes, brushes, enamels, lacquers, paints, and the method of using these materials. Text: *Wood and Lumber*, Newell. Prerequisite: Course 30, Benchwork. Winter term.

**Course 39. Furniture Designing and Construction.** Major or minor. This course consists of a study of the principles of design useful in the various manual arts, period furniture, and the designing of furniture that can be made in school shops. When taken as a major an article of furniture must be constructed. Prerequisite: Course 1. Spring term 1928 and alternate years, summer terms.

**Course 40. Advanced Architecture.** This course deals with architectural problems of a more advanced nature than can be undertaken in an elementary course. Attention is given to more complex plans, elevations, and details. The theory of shades, and mechanical perspective are studied and applied in making drawings of dwellings or public buildings. Much attention is given to plans, materials, contracts, specifications and styles of architecture. Library work required. Prerequisite: Course 37, or its equivalent. Two hours a day for twelve weeks. Spring term.

**Course 41. Machine Design.** This course is a continuation of Machine Drawing and includes various types of cams and gears and a study of elementary kinematics as applied to machinery. The student designs and makes all details for a small machine. Prerequisite: Machine Drawing or its equivalent. Winter term. Text: *Mechanism*, Keown.

**Course 42. General Metal.** This course gives practice in pipe fitting, bolt and nut threading, elementary forging, and work with sheet metal as applied in the repair and upkeep of farm or home equipment. Students may elect some work on the machine lathe. Two hours a day for twelve weeks. Fall term.

**Course 42a. Care of Machinery and Saw Filing.** This course is planned to give practical experience under supervision to persons who wish to know about the adjustment of machines, the sharpening of knives for wood working machinery, an automatic knife grinder, the care of belting, the filing and setting of hand saws, methods of setting, gumming, jointing and filing of circular saws and dado heads, the care and sharpening of hand saws, and the adjustments and refitting of bearings of various machines. Prerequisite: Course 30, Benchwork, and Course 32, Furniture Construction Factory Method. Two hours daily all terms. Hours to be arranged with instructor.

**Course 43. Sheet Metal.** This work includes a study of sheet metal layouts, elementary hand and machine work, together with the construction of a number of projects. Problems involve heating and ventilating, cornice work, tinware, gutters, and pipe intersections. Parallel work, radial and approximate development will be used, together with the three forms of triangulation. Text: Sheet Metal Work, Welch. Major. Two hours a day for twelve weeks. Winter term and first summer term.

**Course 44. Auto Mechanics. (I)** This course is intended to give a clear understanding of the mechanism of the modern automobile. About two-fifths of the time is spent in the study of the function and mechanical theory of the automobile parts. The remaining three-fifths of the time is given to shop work on motor units, running gear units and electrical systems. This work is done on a number of cars. Twelve weeks. Spring term.

**Course 44a. Auto Mechanics. (II)** This is a continuation of Auto Mechanics Course 44 and consists of a more intense and scientific study of the problems in the field. Practical experience is given in bearing fitting and adjusting, honing of cylinders, and repair and adjustment of carburetors. Prerequisite: Auto Mechanics I or its equivalent. Fall term.

**Course 45. Vocational Education.** This course is planned to meet the needs of the students and teachers of industrial arts, agriculture, and home economics especially, but it will also be open to persons who are preparing to be superintendents and principals. The fundamental problems in the field of vocational education will be studied. Topics: Various types of vocational education, apprenticeship, relation of vocational education to general education, and Smith-Hughes Act, and State Aid. It is expected that a brief study of vocational guidance and the problems of placement will be made near the end of the term. Prerequisite: Psychology 33 and General Method. Fall term 1928 and alternate years.

**Course 46. Administration and Supervision of Manual Arts.** This course is planned to meet the needs of persons who expect to direct teachers and organize courses in manual and industrial arts of both the educational and vocational types. While parts of the work will be somewhat technical, the course will be open to junior and senior students who look forward to being principals and superintendents, and also to senior college manual arts students. An analysis of the field of work and duties of a person who directs manual arts will be made. Topics for consideration: aims and objectives in various grades, organization of courses of study, equipments, qualification of teachers, administrative and supervisory duties and responsibilities. Prerequisites: Psychology 33 and General Method. Text: Industrial Education Administration and Supervision, Smith.

**Course 47. Farm and Home Carpentry.** This is a course in woodwork in which articles will be made which are for out-of-door use on the farm or about the home. The steel square with its many tables and the



underlying mathematical principles will be fully explained and its varied use in roof framing will be illustrated by practical problems in house construction. Fall and first summer terms. Two hours daily.

**Course 48. Pattern-Making.** This course includes lathe and benchwork upon patterns of wood. A graded course is offered illustrating allowances for shrinkage, draft, finish, etc., and the methods of making core prints and core boxes. Patterns for small machine parts will be made. Prerequisite: Course 30 Benchwork, and Course 31 in Woodturning. Spring term.

**Course 49. Printing.** The aim of this course is to acquaint the student with the major occupations in the industry. Lectures and recitations deal with such subjects as: history of printing, printers' English, related arithmetic, paper and ink, type faces, and the elements of typography. School publications will be studied for the benefit of teachers of English and Journalism. Text: *Printing Occupations*, Hague. Major. All terms.

**Course 49a. Printing.** This course is a continuation of Printing 49 and consists of advanced problems in composition, imposition, and platen press work. An analysis of the trade will be made and some time will be spent in planning courses of study. Major. Prerequisite: Printing 49 or 49c. Winter term and both summer terms.

**Course 49b. Advanced Printing.** Multiple imposition, cylinder press work, folding machine and bindery practice, and projects of an advanced nature will comprise the practical work in this course. Printing economics, including such topics as buying materials and supplies, keeping shop records, cost-finding, estimating, etc., will be dealt with through lectures and reference reading. Prerequisite: Printing 49a. Major. Spring term.

**Course 49c. Fine Arts Printing.** This course is designed particularly to fill the needs of art teachers although it is open to students from any curriculum. The laboratory work will emphasize the design in the project rather than the skills involved. Topics covered include methods of illustrating school publications, layout and design of printing projects, printing inks and papers, and other related subjects. Some time will be spent in making linoleum cuts for letterpress printing. Text: *The Practice of Printing*, Polk. Major. Fall term, and first summer term of 1930.

## HOME ECONOMICS

1. Practical courses in clothing, foods and home management, child development and home nursing.
2. Technical courses in design, chemistry and other sciences.
3. Academic courses in English and social science.
4. Professional courses in education including practice teaching.

Besides this four-year curriculum known as H Major, there is also a two-year curriculum known as H Minor in Home Economics, and a two-year curriculum in foods and clothing for teachers in elementary schools.

In addition to the courses listed in this curriculum, work in home projects is required during the third and fourth years. Development of home projects by the individual student and the supervision of similar projects in the practice classes are included in this work.

The degree, Bachelor of Education, is granted upon the completion of the four-year course.

The work in home economics is planned to meet the requirements of the Smith-Hughes Act as interpreted by the State Board of Vocational Education.



The facilities afforded in Normal for the practical study of home management, the conduct of school lunch rooms, the care of the sick surpass in few institutions.

### TEXTILES AND CLOTHING

It is the purpose of these courses to provide for the adequate training of teachers of clothing.

Materials are furnished by students for all courses except 43, for which a fee of three dollars is charged.

**Clothing 31. Beginning Clothing.** A course that deals with the fundamentals of clothing construction including the interpretation and use of foundation patterns, and the use and care of the sewing machine. Discrimination of simple and effective hand trim, and where and how applied. A short study of laces, embroideries and other applied trims and their selection. Text: *Clothing for Women*, Baldt. Fall term and first summer half-term.

**Clothing 32. Clothing Construction.** Continuation of 31. A course which deals with more difficult problems of construction, with the intelligent selection of appropriate garments to suit the wearer and occasion, including design, fabric, color. A study and application of healthful and artistic dress. A study of children's clothes. Text: *Clothing for Women*, Baldt. Prerequisite: Clothing 31. Winter term and first summer half-term.

**Clothing 33. Dressmaking.** Continuation of 32. This course involves a study of the wardrobe. Development and construction of two or three costumes, (1) cotton school dress, (2) sport dress, (3) semi-formal midsummer frock. Millinery suitable for one costume may be developed in place of a third costume. Emphasis placed on the harmony of a costume including hat, shoes and accessories. Text: *Clothing for Women*, Baldt. Spring term.

**Course 34. Textils.** A study of fabrics from the standpoint of the consumer. It includes the study of fibers, yarn structures, weaves, dyes, and finishing, and of simple physical tests for the identification of mixtures and adulterations—the work to form the basis for the selection of clothing and house furnishing. Text: *Textils*, Woolman and McGowan. Fall term.

**Course 41. Advanced Dressmaking.** Practice is given in modeling. The materials used are cotton, linen, wool, and silk. Special emphasis is given to freedom in design, and the proper technique in the handling of these materials. Prerequisites: Course 33 and Dress Design. Winter term.

### FOODS

Courses 31, 32 in Foods are open to regular students who wish to take up the work as an elective without pursuing all the correlated studies. Classes in Foods are limited to eighteen members.

A fee of three dollars per term is charged to cover the cost of materials consumed by the students.

**Course 31. Food Selection and Preparation.** An introduction to the study of food, including composition, food values, and manufacturing processes, fundamental principles of cookery, preservation of food, and the breakfast project. Daily, two periods per day. Prerequisite: Chem. 33 in Curriculum H Major and H Minor. Texts: *Food Products*, Sherman. *How and Why of Cooking*, Halliday and Noble. Fall and first summer half-term.

**Course 32. Meal Planning and Marketing.** A continuation of Course 31 using Luncheons and Dinners as the basis of instruction. Field trips, demonstrations, and discussion aim to develop judgments of quality, grades and costs, to guide in purchase of food. Texts: *Food Products*, Sherman. *Food Buying and Our Markets*, Monroe and Stratton. Winter term.

**Course 41. Food Problems, Experimental Cookery and Demonstrations.** Students are given an opportunity to secure practice in large quantity cookery and lunch room management. Various food problems are studied through quantitative experimental methods. The work in demonstrations includes an (1) analysis of the principles of teaching groups of people by such a method, and (2) actual experience in demonstrations of various types. Prerequisite: Food Courses 31, 32 and Home Management. Text: Quantity Cookery, Richards and Treat. Fall term.

**Course 43. Dietetics and Nutrition.** A study of the fundamental principles of human nutrition; the essentials of an adequate diet; planning of dietaries of various types; consideration of nutritive values and cost of food. Prerequisite: Foods 32, Chemistry 46 and Physiology 31. Texts: A Laboratory Handbook of Dietetics, Rose; Chemistry of Food and Nutrition, Sherman. Fee of three dollars. Spring term.

### HOME MANAGEMENT

**Course 33. Home Management.** This course deals with the theory of the management of household operations, income and business of the household, family or group relations, and community relations. Under household operations are considered, care and cleaning of the house and furnishings, heating, lighting, and ventilation, selection and arrangement of working equipment, labor-saving devices, scheduling and dispatching duties, and laundry work. Under income and business management are considered budgets, personal and household accounts, and details of banking. Prerequisite: Food 32 or its equivalent. Texts: Housewifery, Balderston; Successful Family Life on a Moderate Income, Abel. Fee, three dollars. Spring term.

**Course 42. Child Development and Home Nursing.** This course includes the care and feeding of infants and children, diet in disease, invalid cookery, and home nursing. Prerequisite: Food Courses 31, 32. Text: The Home Nurse's Handbook of Practical Nursing, Aikens. Feeding the Family, Rose. Winter term. Fee of two dollars.

**Course 45. Supervised Household Management and Child Care.** Lectures on the various activities of the home and practical experience are correlated in this course. This course includes forty hours in the care and feeding of infants in the Soldiers Orphans Home and an equal period in the study of practical nursing at the Brokhaw Hospital. This is a thoroughly practical course to meet the requirements of the Smith-Hughes Act. Prerequisite: Courses 33, 42. Text: Economics of the Household, Andrews. Spring term.

**Course 46. Home Planning and Furnishing.** The course deals with the home, its location, surroundings, plan, and construction, and with the phases of interior decoration. The treatment of walls and floors, floor-coverings, the selection and arrangement of furnishings, and color are among the subjects considered. Prerequisite: Courses 31 and 35 in Design and Applied Art. Two hours daily. Spring term.

### HOME ECONOMICS EDUCATION

**Course 43. Home Economics Organization.** This course deals with a brief history of Home Economics instruction; a careful study of the means and methods of teaching Home Economics; the planning of courses of study, equipment and cost of maintenance; and the preparation and collection of illustrative material. Required of all students preparing to teach Home Economics. Prerequisites: Education 32 and 33 or their equivalent, Clothing 33, Foods 32 and Home Management 33. Fall term and first summer term. Text: Teaching Home Economics, Brown and Haley.

**Course 44. The Administration of Vocational Home Economics.** This course aims to present a general survey of the organization of Home Economics for Vocational homemaking. It deals with the subject matter, the concrete materials, and the first-hand experience which

should form the basis of the work in the Smith-Hughes schools. Prerequisites: Home Economics Education 43. Text: Home Economics in Education, Bevier. Fall term.

### SURVEY COURSE IN HOME ECONOMICS

This year's work is offered as an elective to students who are not specializing in home economics. It is an appreciation course dealing with the sociological, esthetic, and hygienic consideration of clothing, nutrition and family life.

**Course 34. Clothing Selection.** The aim of this course is to develop an appreciation of what is good in dress from the standpoint of hygiene, art, ethics and economics and to give students a basis upon which to choose clothing. Text: *Art in Every Day Life*, Goldstein. Fall term, one period daily.

**Course 35. Food Selection (Introduction to Nutrition).** A course in the selection of food for the individual or the family, including food values and buying, designed to meet the needs of the student who desires scientific information on the subject of food in relation to health; recommended to all teachers of children. Winter term, one period daily. Text: *Feeding the Family*, Rose.

**Course 36. Home Problems.** Consideration of present day problems in the social and economic phases of family life; development of standards of living under different circumstances; an analysis of home making as a profession with emphasis upon managerial ability as a means of attaining high ideals in family relationships. Spring term, one hour daily. Text: *Successful Family Life on a Moderate Income*, Abel.

## AGRICULTURE

The two-year program in agriculture is designed for students who wish to become teachers of agriculture in township high-schools, consolidated schools, village or city schools. In addition to giving the students a thorough course covering the entire field of scientific agriculture, it is well fortified with courses in physical and biological science. These courses form an excellent foundation for the study of scientific agriculture, and equip the student for teaching two or more lines closely allied with each other.

Students may take the two-year program and secure the regular Normal-School Diploma, after which they may either teach or take the remaining two years' work at the University of Illinois. Students are urged to finish the four-year program before attempting to teach because of the better training and greater possibilities which the graduate from the four-year program obtains.

The Normal University owns and operates an excellent farm of ninety acres, lying close to the campus. The sole purpose of this farm is to demonstrate good farming methods to the students taking the courses in agriculture. Accordingly it is conducted so as to afford a good margin of profit above expenses.

The farm is primarily a dairy farm, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine, and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.

A five-field rotation is carried on, and a careful and a thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in the course, enabling them to study scientific farming from the business point of view.



**Course 30. Agricultural Survey.** This course is recommended to the students who are preparing to teach in the rural schools and wish to do considerable work in Agriculture. It is designed to orient the student in a broad way in the subject. Such topics as: Project work, 4-H clubs, Agricultural organizations, Cooperative agriculture in Denmark, soils, crops, breeds of livestock, feeds, farm management, etc., will be studied. Major. Texts: *The New Agriculture*, Waters; *Making the Most of Agriculture*, Macklin, Grimes, and Kolb. Winter term.

**Course 31. Farm Animals.** A study of history, character, and form of the horse, cow, pig, and sheep; the market classes and grades of the various animals, their capacity for the production of milk, meat, wool, work, and speed. Some time is given to the identification and scoring of the various types of poultry. Texts: *Productive Swine Husbandry*, Day; *Productive Horse Husbandry*, Gay; *Productive Sheep Husbandry*, Coffey; *The American Live Stock Market*, Davenport. Fall term.

**Course 32. Feeds and Feeding.** A study of the classes of feeds, nutrients, and their functions in the animal body. The extent and nature of the demands for food for maintenance, growth, fattening, milk, wool, and work. Choice of feeding stuffs and the compounding of rations. Text: *Feeds and Feeding*, Henry and Morrison. Winter term.

**Course 33. Horticulture.** A study of plant propagation, pruning, spraying, cultivation, and of injurious insects, also the A, B, C's of Landscape Gardening. Text: *Farm Horticulture*, Hood. Spring term.

**Course 34. Crop Production.** This course includes a study of the methods of planting and cultivating the various cereal and forage crops, the treatment for insect, weed, and fungous enemies of the cereals and forage plants, the conservation of the water supply for cereals and forage crops and the curing and marketing of hay. Text: *Productive Farm Crops*, Montgomery. Fall term.

**Course 35. Soil Physics.** A study of the formation and classification of soils; capillary, hygroscopic, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of the seed bed and the proper tillage for the various crops. Text: *Soil Physics and Management*, by Mosier and Gustafson. Winter term.

**Course 36. Farm Management.** A course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and the keeping of farm accounts. Spring and summer terms. Text: *Farm Management*, Warren.

**Course 37. Dairy Husbandry.** A course in the operation of the Babcock test, the testing of herds, management of herds, and the testing of milk, cream, butter and cheese for butter-fat, acid, bacteria, and adulterants. Texts: *Productive Dairying*, Washburn. Fall and summer terms.

**Course 38. Farm Machinery.** A study of the various types of power and field machines for the farm. The major part of the course will be devoted to the gas engine and its various uses. Winter and summer terms. Text: *Engineering on the Farm*, Stuart.

**Course 40. Genetics.** A study of the history of the various breeds of domestic animals, and of the various herd books where the important families of each breed are traced. The method used by breeders in establishing any characteristic desired. The laws of variation, heredity, selection, atavism. Text: *Genetics*, Jones. Spring term.

**Course 41. Landscape Gardening.** The course deals with the arrangements and planting of trees, shrubs and flowers needed for the proper decoration of home and school grounds, and for the care of these plants during the winter and summer. Text: *Government and State Bulletins*. Spring term.



**Course 42. Agricultural Organizations.** The purpose of this course is to make a careful analysis of the forms, functions, causes and effects of public and private Agricultural organizations in America. Some of the leading organizations to be considered are federal and state departments of agriculture, experiment stations, Smith-Hughes law, granges, farm-bureaus, etc. Text: *Agricultural Organizations in the United States*, Wiest. Winter term.

**Course 43. History of Agriculture.** A careful study of the agriculture of the ancient, medieval, and modern peoples. Thoughtful consideration is given to the main influences which have given rise to the modern art and science of agriculture of today. Text: *Beginnings of Agriculture in America*, Carrier. Spring term.

**Course 44. Agricultural Marketing.** An attempt is made to follow up a recent great interest in that phase of economics known as marketing. Inquiry is made into the processes necessary, the machinery of markets, price-making forces, and the reasons for the existing practices. Text: *Agricultural Marketing*, Horner. Fall term.

## COMMERCE

Three curriculums are now offered in Commerce: two-year, three-year, and four-year. The two-year course is known as Curriculum J and the student who completes this program with credit is granted a diploma, and is entitled to receive a special high-school teacher's certificate without examination. The three-year course is called Curriculum J Major. It is an expansion of Curriculum J with added courses in commerce and in the teachers' college group. A student who has majored in commerce may complete work for a degree by one more year in the teachers' college, including in his program minor groups of studies selected preferably from the departments of Economics, Political and Social Science, Geography, Mathematics, Modern Languages and English. Students entering the department of commerce are urged to plan for a four-year course, as high-schools in greater numbers are employing only those commercial teachers who have had four years of training.

**Course 21. Elementary Bookkeeping.** The inductive development of the principles of bookkeeping and their practical application in as much laboratory work as the time will permit. This course is well adapted for teachers of home economics, manual arts, or for country-school teachers. Text: *Accountancy and Business Management*, Laboratory Unit Number One, Rowe. Summer terms. Half credit.

**Courses 31, 32, and 33. Accounting.** These three courses make up the basic work in accountancy for all students preparing to become commercial teachers. The work is in the theory and practice of accounts, beginning with the more simple transactions and records of a retail merchant. Methods of approach in the teaching of bookkeeping are introduced. The laboratory practice is gradually broadened to include varied types of business and business organizations. Students are carefully trained in the analytical work of the accountant. In Course 32 (winter term) the student is introduced to corporation accounting and modern usage in accounting records. Cost accounting as applied to manufacturing is studied in the spring term and many problems affecting costs and costing are taken up. Texts: *Bookkeeping and Accountancy*, Rowe; *Accounting Theory and Practice*, Sherwood; *Manufacturing Cost Accounting*, Walton. Fall, winter, and spring terms.

**Courses 34 and 34a. Commercial Law.** These are among the most important courses offered in the commerce curriculum since every commercial teacher must be well-grounded in the essentials of commercial

law. The topics include Contracts, Sales of Goods, Agency, Negotiable Instruments, Estates, Corporations, Partnerships, Trusts, Real and Personal Property, Insurance, Bailments, and the Income Tax Law. Students are expected to become familiar with the commoner business and legal forms. Text: Elements of Business Law, Hufcutt. Fall and winter terms. These courses are given alternately in the first summer terms also. Half credit.

**Course 35. Salesmanship.** This course includes the study of the laws of appeal and response as applied to business contacts. The principles of Salesmanship (retail, wholesale, specialty, and promotion) are developed with special attention to the personality of the salesman himself. The advertisement, in its form and composition, is studied, with some attention to the preparation of advertising copy. Text: Salesmanship, Fernald. Fall term. Half credit.

**Course 36. Business Organization.** A survey is made of the social and economic history and the influences that have determined the present-day methods of business management. The forms of business organization and the methods of promotion and expansion are studied. Office management and control are featured. In this course, much supplementary reading and investigation are required of each student. Text: Principles of Business, Gerstenberg. Students desiring A credit may arrange with the instructor for additional assignments. Winter and first summer terms.

**Course 37. Finance.** Course 36 is a prerequisite. The subject-matter includes the meaning of credit, the place and function of banks, methods of finance administration as applied to all types of business, methods of sales management, treatment of the problems of purchasing and of traffic and transportation. Factory management and personnel employment problems are also a part of the course. Text: Principles of Business, Gerstenberg. Spring term, and alternate summer terms.

**Course 38. Commercial English.** This course is planned to develop the powers of the student in oral and written English as applied more particularly to business uses, and will include preparation and discussion of sales material, correspondence, demonstration and argument, advertising copy and special types of commercial writing such as bulletins and catalogs. Text: Business English, Ross. Fall and first summer terms.

**Course 39. Business Mathematics.** This course includes the more advanced processes in percentage, some algebraic methods used in accounting, the use of logarithms as applied to insurance and annuities. The problem material will consist of more or less involved computations in banking, contracting, accounting, and finance. Some attention will be given to classroom presentation of the simpler problems. Arithmetic 32, or its equivalent, is prerequisite. Text: Mathematics of Accounting, Curtis and Cooper. Winter term and first summer term.

**Course 40. Marketing.** The nature of the marketing process is the basis of this course with an analysis of the problems of marketing and the devices used in solving them. It deals with selling and distribution questions at home and abroad, with attention to the handling of farm products, cooperative enterprise and raw material marketing. Some attention is also given to the administrative side of the distribution of consumer goods. Text: Principles of Marketing, Clark. Summer terms, and winter terms in alternate years; not taught in winter term of 1930-31.

**Course 41. Accounting.** This is an advanced course in accounting theory and practice. A study is made of revenues and financial statements affecting single ownership, partnerships, and corporations, under single and double entry systems. Sufficient problem material is used to bring out the thorough mastery of the principles developed. Text: Principles of Accounting, Finney. Fall and first summer term.

**Course 42. Accounting.** This course is a continuation of Course 41 and involves accounting practice in the instalment sales, branch offices, consignments, ventures, liquidations, and reorganizations. Some practical experience is afforded students in the work of the junior accountant. The elements of income tax accounting are introduced. Text: *Principles of Accounting*, Finney. Winter and first summer term.

**Course 43. Accounting.** This course is a continuation of Courses 41 and 42 and involves accounting practice and procedure in insolvency and bankruptcy, fund accounting, municipal and fiduciary accounting, actuarial science, appraisals, bond issues, corporation income tax problems, and system organization and design. Analytical studies will be made of financial statements and general ledger control methods. The consolidated balance sheet is introduced and analyzed. Text: *Principles of Accounting*, Finney. Spring and first summer term.

**Course 44. Business Management.** An advanced course in business organization with Courses 36 and 37 as prerequisite. The subject matter includes the problems of the manager in connection with traffic, budgets, statistical analysis, forecasting, control and installation of accounting data, the problems of audit, both internal and external. Text: *Principles of Business*, Gerstenberg. Field study and original investigations. The class is taken thru the work of a regular audit. Spring and summer terms in alternate years; not offered in spring term, 1931.

### SHORTHAND

**Courses 31, 32, 33. Shorthand (First Year).** The development of phonetic writing as conceived by Gregg and worked out in his manual. The Manual is supplemented by work in shorthand penmanship, and in progressive exercises intended to increase finger dexterity and a thorough understanding and skillful application of the principles of shorthand. Texts: *New Shorthand Manual*, Gregg; *Speed Studies*, Gregg.

**Courses 34, 35, 36. Shorthand (Second Year).** A careful review of the Gregg Manual, followed by progressive dictation taken from standard dictation texts and covering many types of business correspondence. Teaching methods are introduced and so far as possible students are encouraged to increase their shorthand skill to verbatim speed. The work of the spring term (Course 36) is elective to the extent that the student has the choice between continuing shorthand thru the spring term of the second year and a teaching assignment in the training school. Texts: *Speed Studies*, Gregg; *Gregg Phrase Book*; *Methods of Teaching Shorthand*, McNamara.

### TYPEWRITING

**Courses 31, 32, 33. (First Year).** Elementary courses in typewriting with the following as definite problems: learning the keyboard, acquiring correct finger control, care and manipulation of the machine, acquiring finger dexterity. The touch method is insisted upon. Frequent copy tests, direct machine dictation, rhythmic exercises, special and corrective drills serve to develop speed and accuracy. A net speed of thirty words a minute is expected at the end of the spring term. Text: *Twentieth Century Touch Typewriting*, Lessenberry. Each course a half credit.

**Courses 34, 35, 36. (Second Year).** The second year's work begins with a thorough review of fingering. Tabulation, rough drafts, and a variety of special work in typing make up the work for the winter term. Frequent speed tests and drills are given. A portion of the time is devoted to transcription, stencil cutting, the operation of the mimeograph, mimeoscope, the multigraf, and office appliances. The last four weeks of the term are devoted to methods of teaching. Class demonstrations are given. Students prepare lesson plans and take an active part in the teaching process. In the spring term, special attention is given to office training. A speed of sixty words a minute from plain copy is expected. Texts: *Twentieth Century Touch Typewriting*, Lessenberry; *Secretarial Studies*, SoRelle and Gregg. Each course a half credit.



## DEPARTMENT OF RURAL EDUCATION

This department was organized to meet the need which has arisen from the growing consciousness of the importance of that social unity, the community. A study of community life has led to a recognition of certain well-defined types of communities such as the industrial, the commercial, the mining, the suburban, and the agricultural. The most influential factor in giving color to a community is its main vocational concern, or how people, in the main, get their living. It is being recognized that the institutions of the community should conform to the type of community life. It is evident that the school should take on the color of the community it serves, hence its teachers should have training specifically for the type of school they are to teach.

The most common type of community in Illinois is that which has agriculture for its main concern. There are about nine hundred small towns in the state which have no industry other than that of serving the farming countryside around them. These little towns and the countryside form nine hundred communities of a distinctive type and should have a distinctive type of school and distinctly trained teacher. Some of these schools are ungraded one-room schools, some are open country consolidated schools, some are little-town graded schools, some are graded schools composed of the country and the little town, some are little town high-schools, some are township high-schools and some are community high-schools. Over three-fourths of the high-schools in Illinois are rural high-schools enrolling from a dozen to a hundred and fifty students. This department aims to prepare teachers for work in communities of this type.

A special two-year curriculum (N) for high-school graduates is offered. This curriculum is also adapted to teachers in graded village schools using the State Course of Study, and to those looking forward to supervisory work of country schools.

The special courses of curriculum N are:

**Course 31. Country-School Teaching.** A careful analysis is made of the State Course of Study. A week more or less is devoted to each common-school subject followed by observation of the teaching of that subject in the Training School. Practise teaching in rural schools is had in five country schools affiliated with the Normal University. One half-day for six weeks is provided for each first-year student who plans to teach the following year. Texts: Teaching the Common Branches, Charter; State Course of Study. Taught winter, mid-spring, and both summer terms.

**Course 32. Country School Management.** This course deals with school organization, management, the child, the learning process, the lesson, the teaching process, and observation lessons. It gives special attention to the application of teaching in the rural school and rural environment. Texts: Lowth, Everyday Problems of the Country Teacher. Taught in the fall and both summer terms. Major.

**Course 33. Rural Hygiene.** A course dealing with the hygienic and sanitary problems of country life. For the graded and high-schools of little towns and rural communities. Winter term.

The following courses deal with the educational and social problems of the little town and its community and are intended to be helpful to those who teach in the small-town graded or high-school, or the small community high-school.

**Course 40. Rural Sociology.** See full description in the Department of Economics and Sociology, page 85.

**Course 39. Rural Education.** See page 67.

**Course 40. The Village School.** See full description on page 68.



## PHYSICAL EDUCATION

This department exists because the state needs as teachers men and women of sound health who are trained to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing.

Its aims are threefold:

1. For the individual: to supply systematically one essential element in hygienic living, namely, muscular exercises of a type which will be of value not only in promoting health, but also as wholesome recreation; and to encourage as related to this, proper habits of sleep, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.

2. For the teacher: to make clear the relation between health and efficiency, the hygienic demand for systematic exercise in elementary and high-school, and to supply a fairly comprehensive equipment of practical work for use in such schools.

3. For the specialist: to supply adequately in the elementary, and high-schools the needed forms of physical activities, and to stimulate interest in healthy and sane living.

Three terms' work in physical training is required of all students, and every effort is made to adapt work to individual needs. This work is to be taken in the first year unless there be excellent reasons for postponing it. A careful record of the health history of each entering student is taken and a physical examination given. A special class is provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercises even in this class is not suitable, individual work is prescribed and sufficient observation of class work is assigned to enable the future teacher to conduct simple exercises in the school-rooms and make intelligent use of games in the school years.

For physical training women are required to have a regulation suit, which should be ordered after arrival at a cost of about \$6.50.

A towel fee of one dollar a term is charged all students taking regular classwork for elective sports.

Men require for the gymnasium one sweat suit, and one pair white top lightweight basketball shoes. These can be obtained after arrival at a cost of not more than \$6.50.

### WOMEN'S ATHLETIC ASSOCIATION

All women in the school are eligible for membership in the Women's Athletic Association. In accordance with the point system a school letter is awarded to active members who have earned one hundred and fifty points in certain specified ways. The school letter does not stand for inter-school athletics, but for sportsmanship, skill, perseverance, and health. Points may be earned by qualifying in any elective course.

Opportunity is given every student who is physically fit to exercise one hour a day throughout the year. Any of the seasonal sports may be elected. Sport electives meet twice a week.

### SPORTS BY SEASON

Fall	Winter	Spring
Tennis	Dancing	Dancing
Hockey	Basket Ball	Tennis
Volley Ball	Bowling	Volley Ball
Hiking	Soccer	Baseball
Soccer	Clogging	Field and Track

## GENERAL COURSES FOR WOMEN

**Physical Activities I.** Folk dancing and simple plays and games ar taught with consideration of their distinctiv effects and suitability for the use in the playroom or on the playground. Interclass tournaments ar scheduled and other means of stimulating interest ar considerd. Weekly lectures deal with helth habits. A thoro physical examination precedes this course. Half credit.

**Physical Activities I (A).** Arranged for women whose helth history and physical tests show them not redy for Course I. Enrolment will be limited and special attention given to individual cases. Half credit.

**Physical Activities II.** Graded games and stunts for school-room use ar presented. Natural gymnastics, developing the technique of athletics suitable for elementary schools, is given. Achievement tests and methods of mesuring improvement ar considerd. Posture, tests and methods of teaching posture ar a part of the course. Half credit.

**Physical Activities II (A).** A continuation of Course I (A). Two hours a week ar spent in observation of practical work and discussion of text. The remaining time is spent on special program of walks and prescribed exercizes. Half credit.

**Physical Activities III.** Simple forms of interpretiv dancing suitable for school pageants and festivals ar introduced. Organized games playd out of doors occupy a prominent place in this course. Half credit.

**Physical Activities III (A).** A continuation of Course II (A) with discussion of methods in teaching. Half credit.

## SPECIAL COURSES

**Course 31. Anatomy.** A detaild study of the gross structures of the body. Special study is made of provisions for movements—bones, joints, ligaments, and muscles, in preparation for Kinesiology. Text: Anatomy and Physiology, Williams. Winter term.

**Course 32. Kinesiology.** The mechanics of gymnastic movements, sports and dancing ar considerd. Prerequisite: Anatomy 31. Text: Applied Anatomy and Kinesiology, Bowen and McKenzie. Spring term.

**Course 33. Physical Diagnosis.** A consideration of the common defects of school children—tonsils, adenoids, faulty vision, teeth, and hearing, also a brief study of the common symptoms of communicable diseases. Major. Text: Health and Medical Inspections of School Children, Cornell. Spring term.

**Course 34. Theory of Physical Education.** A study of the physical and mental characteristics of children at different age periods and adaptation of physical education materials. Different systems of physical education ar discust and demonstrated. Text: Danish gymnastics, Sumption. Fall term.

**Course 35. Physical Education Administration.** A continuation of Course 34 with time devoted to discussion of helth methods. The last six weeks will be devoted to a study of physical education curriculums, and the organization of physical education in towns, cities and recreational centers. Major. Text: Organization and Administration of Physical Education, Williams. Winter term.

**Course 36. Growth and Development.** A consideration of the characteristics of growth and development of organs and tissues with special regard to periods of acceleration and retardation of structural and functional units. Major. Text: Growth and Education, Tyler.

**Course 37. Playground Supervision.** Study of child psychology and the relation of play to the normal development of the child. The latter

part of the course is devoted to the practical conduct of play. Text: Reading assignments from an especial list. Major credit. Spring term.

**Course 38. Individual Gymnastics.** This course deals with orthopedic faults of spine, thorax, shoulder, girdle, pelvis and feet, the cause and symptoms of the defects are studied, and methods and exercises for correction are given. Swedish massage as it applies to the work. Lectures and practical work on restricted classes. Minor. Text: Adapted Gymnastics, Drew. Winter term.

**Course 39. Technique and Organization of Sports.** Rules, organization and methods of coaching. Emphasis is placed on basketball, hockey, tennis and baseball. Half credit. Fall term.

**Course 39a. Anthropometry and Physical Efficiency Tests.** The principles and methods of taking measurements of the human body, also simple tests for the determination of endurance and coordination. Methods of determining types will be considered. Half credit. Second half of spring term.

**Course 39b. Festivals.** A study of festivals and their relation to the curriculum. Methods of organization, and the relations of the festival to art, music, dancing and literature. Half credit. First half of spring term.

**Physical Activities IV.** Gymnastic work based on the technique for baseball, basketball, hockey, and tennis, two days each week; Swedish formal gymnastics one day, each week; folk dancing two days. Half credit. Fall term.

**Physical Activities V.** Formal gymnastic work. Danish gymnastics three days a week; clogging two days. Half credit. Winter term.

**Physical Activities VI.** Technique of volley-ball, tennis, archery, two days a week; stunts one day; National dances two days. Half credit. Spring term.

**Dancing I.** A study of the fundamental movements of the body with emphasis on the control which is necessary in interpretive dancing. Discussion of music as basis for dancing. Practis in rhythmic studies. Prerequisite: Dancing elective. Half credit.

**Dancing II.** A continuation of Course I with emphasis placed upon acquisition of skill. Practis in composition of dances. Half credit.

**Dancing III.** A continuation of II, with emphasis placed on methods of teaching in elementary schools, high-schools and recreation centers. Half credit.

### COURSES FOR MEN

All men, except those physically disabled, are required to take the first three courses during the first year of attendance, unless acceptable reasons are given for not doing so. All such men must have the work completed before graduation, unless excused at the opening of the school year before graduation time.

**Course 7. Soccer, Speedball, Tennis, Football, and Playground Ball.** Practis: four periods a week. At the opening of the term each man is given an efficiency test before entering into any of the various sports offered. Playground ball and tennis begin immediately after the giving of efficiency tests. Football, Soccer, and Speedball begin as cool weather sets in. Each man must show a certain degree of skill in two of the four sports to obtain credit. Pedagogy, one period a week; rules for playground ball, soccer, tennis, speedball, and football; lectures on personal hygiene, training, and first aid. Books: Official Guides for the various sports. Notebook. Half credit. Fall term.

**Course 8. Elementary Marching, Calisthenics, Heavy Apparatus, Volley Ball, Indoor Baseball, and Basketball.** Practis: Five periods per week. At the beginning of the winter term an indoor efficiency test is given. Special classes in advanced apparatus work are offered on certain days. Training in the various sports may be had thru competition on class teams. A certain degree of skill in at least two sports and a passing



grade in the efficiency test must be made before the winter term credit may be obtained. Half credit. Winter term.

**Course 9. Baseball, Track and Field Athletics, and Tennis.** As soon as the weather permits the efficiency test given during the fall term is repeated and attention given to those showing no improvement in general motor skill. Practis: Four periods per week. Baseball two periods, track work two periods. Credit given for tennis two periods a week provided one period is given to baseball and one to track work. Pedagogy, one per week: Rules for baseball; rules for track and field; training. Books: Official Baseball Guide, Official Tennis Guide, Intercollegiate Athletic Handbook, Notebook. Half credit. Spring term.

**Course 31. Playground Administration.** A study of the administration of plays and games for children: How to conduct playgrounds without apparatus. How to construct playground apparatus. Text: The Organization and Administration of Playgrounds and Recreation, Nash. Spring term.

**Course 32. Autumn Sports.** This course presents: (1) Football coaching. (2) Rules and coaching for soccer and speedball. (3) Training. (4) Treatment of athletic injuries. Books: Official Guides for the various sports. Other text-books are announced at the beginning of the term. Major. Prerequisite: Course 7. Fall term.

**Course 33. Winter Sports.** A study of the rules for basketball and basketball coaching. Practis teaching and coaching. Books: Official Basketball Guide; Notebook; Extensiv library work. Major. Prerequisite: Course 8 and Course 32. Winter term.

**Course 34. Spring Sports.** Baseball and track and field athletics from the standpoint of officiating and coaching. Opportunities are offered to coach and officiate and to supervise mass athletic activities in the classes of Course 9. Books: Notebook. Extensiv library work. Prerequisites: Courses 9 and 33. Spring term.

**Course 35. Personal Hygiene.** The purpose of this course is to present the fundamental truths of healthful living. It deals with the care of the body and includes instruction in the relation of various organs, such as teeth, nose, eyes, skin, tonsils, adenoids, etc., to health. Matters pertaining to sex hygiene are discussed. Text: Personal and Community Health, Turner. Winter term.

**Course 36. Anatomy.** A detailed study of the gross structures of the body. Special study is made of joints, ligaments, and muscles, in preparation for Kinesiology. Text: Anatomy and Physiology, Williams. Fall term.

**Course 37. Physical Education Organization.** This course includes a brief historical consideration of the development of physical education, and its relation to the other phases of education. It also includes a discussion of the objectives of physical education, the different systems of physical education, the effects of athletics on the physical organism, the organization and administration of a department of physical education, the place of intramural athletics in the curriculum, supervising and judging the work of physical education, and a general consideration of the health of school children with special reference to its relation to the work of the department of physical education. Text: Jesse Feiring Williams' The Organization and Administration of Physical Education. Spring and first summer terms. Fall term.

**Course 38. Kinesiology.** The mechanics of muscular movements with special attention to those involved in the various types of gymnastic and athletic activity. Text: Applied Anatomy and Kinesiology, Bowen and McKenzie. Prerequisites: Anatomy and Physiology. Fall term.

**Course 39. Physical Diagnosis and Examinations.** The object of this course is to familiarize the student with the normal human body so that he may be able to detect certain abnormal conditions. Special attention is given to heart and lungs, spinal curvature, flat feet, enlarged tonsils and adenoids, nasal obstructions, defective eyesight, etc. Text: Physical Examination and Diagnostic Anatomy, Slade. Winter term.



**Course 39a. Physiology of Exercise.** This course offers the student an opportunity to study the effects of exercise on the human body. The effects of athletics on heart rate and blood pressure, tests of condition, weight as an index of condition, etc., are considered with reference to the health of the individual and the race. Text: *Physiology of Exercise*, McCurdy and McKenzie. Prerequisites: *Anatomy and Physiology*.

**Course 32a. Athletic Coaching.** A course in the theory and practice of coaching football, basketball and track and field athletics for men. Two hours a day for two weeks are given to each sport. Major. First and second summer half-terms.

**Course 37a. Physical Practis.** This course includes marching tactics, tumbling, pyramid building, apparatus and floor work. Library reading with discussions and floor work. Winter term.

## KINDERGARTEN DEPARTMENT

This department includes a well-equipped kindergarten in charge of a director and assistant, and a second kindergarten for training at the Soldiers Orphans Home.

It offers to students an opportunity for observation and for practice in the teaching of classes. There is a demand for primary teachers who have been trained in the principles and methods of the kindergarten.

The Kindergarten-Primary Curriculum, two years in length is offered to meet this demand. It prepares students to teach either in the kindergarten or the first two grades of the elementary school. Students who take this course should enter at the beginning of the fall term. They must be graduates of an approved high-school or have done equivalent work. All applicants are required to have enough knowledge of music to sing simple melodies with pleasing quality of tone and to play simple rhythms.

The Kindergarten classes, proper, run thru the year. The courses are offered but once during the year and should be taken in the order in which they are scheduled. No kindergarten courses are taught during the summer session.

One term of observation and two terms of teaching in the kindergarten are required. The observation is a part of the course in Child Study and should be taken in the fall term. Two terms of teaching in the primary grades are required.

**Course 31. Manual Activities.** A study will be made of the principles and methods underlying the use of the materials in the Kindergarten and primary grades. Practical work with blocks, clay, paper, textiles, and wood will be given in connection with the development of projects in construction. Text: *Permanent Play Material for Young Children*, Garrison; *The Beginnings of Art in the Public Schools*, Mathias.

**Course 32. Plays and Games.** In this course a study is made of the play activities of childhood. Plays and games adapted to the age and interests of children are considered, their physical and social values noted, and practice given in the playing and directing of games. A classification of plays and games for use in the kindergarten and primary grades is made including ball games, rhythmic plays, dramatic plays and traditional or folk games. Texts: *Education by Plays and Games*, Johnson. *Spontaneous and Supervised Play*, Sies.

**Course 34. Children's Literature.** A study of different kinds of poems and stories, their source and educational value. Principles of selection, adaptation and classification are considered, and opportunity is given to tell stories to different groups of children. Text: *Literature in the Elementary School*, MacClintock.

**Course 35. Child Study.** This course considers the growth and development of the young child from the standpoint of his physical, mental, social, and emotional characteristics. The interests and activities of children in the Kindergarten-Primary grades are made the basis for this course. Texts: *The Psychology of Childhood*, Norsworthy and Whitely; *The Child*, Tanner.

**Course 36. Early Childhood Education.** This course includes a study of the principles and methods of the nursery, the kindergarten and the primary school, with a survey of the history and development of early childhood education including a consideration of the work of some present day educators. Texts: *The History of the Kindergarten in American Education*, Vandewalker; *the Montessori System Examined*, Kilpatrick. Assign reading.

**Course 37. The Kindergarten-Primary Curriculum.** In this course a study is made of the subject-matter of the kindergarten and primary school, the manual activities, plays, games, language, literature, music and nature study with reference to its organization. The fundamental factors in the making of the kindergarten curriculum are discussed, also the relation of the kindergarten to the first grade. Text: *The Normal Child and Primary Education*, Gesell; *Unified Kindergarten and First-Grade Teaching*, Parker and Temple.

## COURSES OF STUDY IN THE ELEMENTARY TRAINING SCHOOL

Only a brief statement of the course is given below. A detailed analysis by subjects, years and terms will be furnished on application.

**Literature.** Literary selections of recognized merit form the basis of the reading work of the grades. Mother Goose, Fairy Tales, Myths, and Legends, including such well-known selections as Robinson Crusoe, Hiawatha, and the Jungle Book; and short stories and poems provided in the readers are employed in the first three grades. Longer selections of recognized merit form the basis of the work in the upper grades. The attention to the tools of interpretation is continued thru the upper grades, more and more stress is put upon interpretation and appreciation.

**Reading.** There are three lessons in reading each day in the first and second grades and only one lesson daily in the other grades. Much attention is given to silent reading in the upper grades and consequently study-recitation exercises occur frequently.

**Writing.** Exercises in writing occur daily in the lower grades and about three times each week in the upper grades.

**Spelling.** Spelling is taught in connection with the other subjects in all grades. Special lessons in spelling are given daily in the lower grades and on the average of about three days each week in the upper grades.

**Language.** Incidental training is given in language thru the first six grades, and written composition is given twice a week in the seventh and eighth grades.

**English Grammar.** Lessons in technical grammar are taught three days each week in grades seven and eight. The work outlined in the Illinois Course of Study is followed.

**Arithmetic.** The Illinois State Course of Study is followed thruout the eight years. The amount of stress given to the several topics is determined by the needs of the pupils.

**Geography.** Daily lessons from the third year thru the seventh are taught in Geography. Home Geography is given in the third year; a study of the world as a whole in the fourth year; America and Europe in the sixth year; Asia, Africa, Australia and final study of United States in the seventh year.

**History.** Life of the American Indians is presented in the third grade. Pioneer history stories, heroes of other times, three great seamen and other early explorers are treated in the fourth grade; permanent

settlement and the subsequent history of the United States are taught in the other grades, including a brief sketch of their European background.

**Civil Government.** Civil government is taught in the third term of the eighth year.

**Nature Study.** There are daily lessons on topics related to the garden, the campus, the greenhouse, or on topics involving physical science. During the fall and spring term, there are lessons on alternate days in the four upper grades. During the winter term these grades give attention to hygiene, sanitation, and physiology.

**Elementary Physics.** The work in Nature Study involves many problems in elementary physics.

**Physiology.** During the winter term, there are daily lessons in hygiene and sanitation in grades five and six and in physiology in grades seven and eight.

**Music.** Throughout the entire school year, twenty minutes daily are given to Music in the several grades.

**Art.** Daily exercises in Art occur in all grades throughout the school year.

**Manual Training.** Exercises in Manual Training occur on alternate days throughout the school year in grades five to eight inclusive.

**Sewing.** Sewing exercises from forty-five to sixty minutes occur on alternate days in grades five to seven inclusive.

**Cooking.** The girls of the eighth grade have two hours of cooking on alternate days. During the fall and winter terms the work consists of the theory and practice of cooking.

**Physical Training.** There are daily exercises in gymnastics in all grades in the elementary school.

### PRACTIS TEACHING

The Training Department consists of the Elementary School, including a kindergarten and eight grades, and of the University High-School. The school of the Soldiers Orphans Home, with six hundred pupils, is used as a school of observation and practice. Twenty-six teachers devote their entire time to this department; several others assist in the training-school work.

The training school is designed to give careful and extensive training in the art of teaching in all grades and in all the special subjects taught in public schools. Students in the Teachers College are usually required to teach three terms. In some cases the daily observation and criticism of a class followed by a written or oral discussion are taken in lieu of one term of teaching. Students desiring to fit themselves for any particular grade of school work, or any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers are allowed all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitation one week in advance. These plans are closely examined by the training teachers and, where necessary, discussed with the student teacher and revised. The instruction itself is also observed by the training teacher and helpful criticisms are given in private. Each practicing teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in management and instruction of a class as a whole and at the same time to study and adapt the work to the individual ability and disposition of each pupil.

Each week, three illustrative or "critique" lessons are given by experienced teachers. Teachers and observers are required to observe one of these lessons each week. Following the lesson is careful discussion under

the direction of the supervisor of the Training School. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discust.

In all observation of the student, attention is directed—

1. To the teacher's preparation for the work thru mastery of subject-matter, lesson planning and providing external means.

2. To the teacher's skill in teaching as shown in skill in assignment, in skil in questioning, in energy, in disciplin, in power of holding attention thru interest, in rediness to meet emergencies, in attention to details of form and position, in ability to discern and meet the needs of individual pupils, in the use of apparatus and other aids in attention to the physical condition of pupils, in attention to the language of pupils.

3. To the teacher's personal fitness as revealad in his attitude towards his pupils and his work, his ability to make use of criticism, his voice, language, manner, and personal care in mechanical work.

The training teachers present illustrativ lessons, at such times as ar convenient, for the benefit of the students who ar preparing for work in the Training School.



# REGISTER OF STUDENTS

## SENIOR COLLEGE GRADUATES

NAME	SECTION	COUNTY	POST OFFICE
Allen, Ava Evelyn	L	(Georgia)	Athens
Anderson, Bessie Marie	H	Jefferson	Mt. Vernon
Briner, Minerva LeBegue	H	LaSalle	Seneca
Brown, Grace Eleanor	K	McLean	Normal
Browning, Aileen	K	McLean	Normal
Carlson, Esther Duella	K	Ford	Paxton
Castle, Esther Marian	K	McLean	Bloomington
Clark, Emma Pearl	K	McLean	Bloomington
Daly, Clella Frances	K	Tazewell	Armington
Davis, Blanche Elizabeth	K	(Iowa)	Ottumwa
Davis, Nellie Irene	K	McLean	Bloomington
Dexheimer, Bertha Katherine	K	(South Dakota)	Spencer
Dondanville, Janet Elizabeth	K	Will	Wilmington
Dubson, Gladys Matilda	K	Piatt	Monticello
Eertmoed, Jenness Wilhelmina	K	McLean	Normal
Emory, Lola Anita	K	Kankakee	Kankakee
Fisher, Carolyn Uhlund	L	Adams	Payson
Fulton, Altha Louise	K	McLean	Heyworth
Hickey, Vera Rose	K	DeWitt	Clinton
Holz, Rena C.	L	Sangamon	Springfield
Isenhower, Mildred Louise	K	Cass	Ashland
Killian, Hannah Marie	K	McLean	Normal
Kinsella, Camilla Frances	K	McLean	Bloomington
Kinsella, Eugenia Anna	K	McLean	Bloomington
Koeberlein, Edna Johannah	K	Cass	St. Elmo
Lindsey, Nellie Blanche	K	Logan	Atlanta
Lowry, Margaret Lucille	K	McLean	Bloomington
McKinley, Lorraine	H	McLean	Normal
McKinley, Lyndal Marie	K	McLean	Normal
McMackin, Dena LuVerne	K	McLean	Bloomington
Meikle, Grace Evelyn	H	Bureau	Sheffield
Miller, Mary Frances	K	Iroquois	Donovan
Moore, Ivah Ellen	K	Pike	Griggsville
Morgenthaler, Helen Eleanor	K	Tazewell	Delavan
Morrow, Martha Irene	H	Woodford	Eureka
Nelson, Ruth Lucille	K	LaSalle	Seneca
Nugent, Julia Ann	K	Sangamon	Dawson
Odle, Geneva Portia	K	Vermilion	Hoopeston
Pettit, Ida Janice	K	Bureau	Neponset
Pugh, Ruth Anna	K	Marion	Patoka
Robinson, Eva Jane	K	McLean	Bloomington
Robinson, Mary Alice	K	Logan	Emington
Roseman, Lela Marie	K	DeWitt	Weldon
Ross, Mary Ellen	H	McLean	Bloomington
Ruppel, Katherine Elizabeth	K	Livingston	Chatsworth
Sharp, Dorothy Gladys	K	McLean	Danvers
Sims, Wilma Tressie	K	Edwards	Bone Gap
Sister M. Immaculata Allen	K	McLean	Bloomington
Sister M. Vigilus Sullivan	K	Champaign	Champaign
Skinner, Florence Mabel	K	Tazewell	Tremont
Snook, Ruth Mildred	K	Logan	Atlanta
Sorg, Bernice Evelyn	K	McLean	Bloomington
Stierwalt, Gladys Maurine	K	Wayne	Fairfield
Stocker, Alice	K	Madison	Highland
Sulzberger, Hazel Vietta	K	LaSalle	Ransom

NAME	SECTION	COUNTY	POST OFFICE
Supan, Josephine Mary	K	Marshall	Toluca
Sutherland, Hazel Louise	K	McLean	Bloomington
Szabo, Sue Emma	K	LaSalle	Streator
Terrell, Glenafa Donna	K	Stark	Wyoming
Terry, Beatrice Rachel	K	Macon	Blue Mound
Thompson, Chrystal Fern	K	Livingston	Pontiac
Turner, Katherine Charlotte	K	McLean	Normal
Turner, Violet Nora	K	St. Clair	Lebanon
Tuttle, Elsie Florence	K	McLean	Normal
VanEtten, Lena Mae	K	Mason	Easton
Walden, Ada	L	DeWitt	Farmer City
Wallace, Maude Bruce	K	McLean	Bloomington
Watt, Lois Helen	K	McLean	Normal
Westhoff, Margaret Mary	K	McLean	Normal
Williams, LuElla Bernalillo	K	McLean	Normal
Wright, Caryl Stewart	K	McLean	Normal
Wright, Hazel Titus	K	McLean	Normal
Zorger, Mary Margaret	K	McLean	Bloomington
Ammon, Claude Harlan	M	Hardin	Elizabethtown
Bailey, Edgar Wilson	K	Montgomery	Hillsboro
Barnes, Eugene Paul	K	Lake	Highland Park
Barton, Thomas Franklin	K	Livingston	Pontiac
Beier, Carl Lee	K	McLean	Cooksville
Birkhead, Theodore Robert	K	Moultrie	Bethany
Blair, Clarence David	K	Tazewell	Allentown
Bolin, Paul Leon	K	Tazewell	East Peoria
Boyd, Ralph Lester	K	Rock Island	East Moline
Brandenburger, Friedolin R.	K	St. Clair	Millstadt
Brown, Glenn Vilven	K	Livingston	Pontiac
Burlend, John Vincent	K	Pike	Griggsville
Carlock, Horace Burton	K	McLean	Carlock
Carpenter, George Wilber	K	Calhoun	Hardin
Castle, Chester Burton	K	McLean	Bloomington
Classon, Robert Harold	K	LaSalle	Marseilles
Crowder, Purl Ellis	K	Crawford	Landes
Dawson, Clyde Finley	K	Woodford	Minonk
Dragoo, Kenneth Leonard	K	McLean	Normal
Drobney, Chester John	K	Cook	Chicago
Falgier, George John	K	McLean	Bloomington
Freehill, Raphael Anthony	K	Livingston	Strawn
French, Floyd	K	Bureau	Manlius
Haag, Wesley Gustave	K	Livingston	Cullom
Hanson, Abel Aaron	K	Ford	Elliott
Heldt, Edward Carl	M	McLean	Stanford
Hill, Eugene Leonard	K	McLean	LeRoy
Hill, Melvin Howard	K	LaSalle	Dana
Horn, Earl George	K	Wabash	Bellmont
Jeckel, Louis B.	K	Tazewell	Delavan
Kambly, Paul Edward	K	Iroquois	Cissna Park
Kuster, Warren Donald	K	Bureau	Neponset
Leonard, John Carl	K	Vermilion	Potomac
Liddle, Earl Floyd	K	Wabash	Mt. Carmel
Litwiller, Roy Elmer	K	Tazewell	Hopedale
Logan, Roy John	K	Greene	Eldred
Lucas, Joseph Clinton	K	Moultrie	Sullivan
McBride, William Everett	K	McLean	Normal
McConnell, Fletcher Albert	K	Christian	Stonington
Marston, Oliver Talmage	K	Macoupin	Viriden
Means, George Robert	K	McLean	Bloomington
Mooney, John D.	K	Champaign	Philo
Moore, Byron Russell	K	Tazewell	East Peoria
Moore, Roy Benjamin	K	McLean	Bloomington

NAME	SECTION	COUNTY	POST OFFICE
Norton, John M.	E	McLean	Bloomington
Odell, Clarence Burt	K	McLean	Normal
O'Neal, Frank Emerson	K	Ford	Gibson City
Patton, James Earl	K	Piatt	Monticello
Petty, William Carl	K	Lake	Antioch
Phelps, William Earl	K	Macon	Decatur
Richert, Gottlieb Henry	K	Lake	Zion
Robinson, John Leonard	K	McLean	Normal
Romine, Marion J.	K	Peoria	Glasford
Rosenberry, John Burton	K	Iroquois	Milford
Russell, Loren H.	K	Wabash	Mt. Carmel
Schroeder, Kuno Robert	K	McLean	Normal
Scott, Richard Clyde	K	Peoria	Kingston Mines
Slichenmyer, Ellis Raymond	K	Edwards	West Salem
Slichenmyer, Harold Lee	K	Edwards	West Salem
Smith, Kenneth Paul	K	Putnam	Granville
Spalding, Ross Edward	K	(Ohio)	Cleveland
Stahl, Floyd Franklin	K	Livingston	Cullom
Stivers, Stanley E.	K	Lawrence	Sumner
Takecare, Ford Charity	K	(Kentucky)	Stamping Ground
Traughber, Robert Earl	K	Christian	Taylorville
Turner, Kenneth Weston	K	Kane	Elgin
Wilson, Jesse Worley	K	McLean	Normal

### JUNIOR COLLEGE GRADUATES

NAME	SECTION	COUNTY	POST OFFICE
Alkire, Thelma Gladys	B	Sangamon	Springfield
Allen, Roberta Koralie	K	Madison	Wood River
Arbogast, Dorothy Wilhamene	K	McLean	Normal
Ardueser, Sylvia Ida	D	Madison	Highland
Arnett, Irene	B	Will	Lockport
Arnold, Mary Lena	C	McLean	Normal
Ashbrook, Bertha Bennett	K	Moultrie	Sullivan
Ashley, Mary Lois	A	Vermilion	Bismark
Bahr, Ruth Marie	A	Adams	Quincy
Bailey, Elizabeth Frances	J	Tazewell	Delavan
Balding, Edith Maxine	J	Vermilion	Alvin
Barnes, Laura Louise	A	Livingston	Fairbury
Barrett, Evelyn Cleo	D	Livingston	Pontiac
Batson, Eunice Lenora	G	Bureau	Princeton
Batterton, Rachel Marie	C	McLean	Bloomington
Baty, Mary Isabel	A	Johnson	Glasford
Bell, Ethel Lillian	G	Champaign	Champaign
Benton, Dorothy Elizabeth	H	Macon	Forsyth
Bergstrom, Rachel Fern	K	McLean	Normal
Berry, Anna Agnes	K	LaSalle	Lostant
Betcher, Velma Mary	B	Cook	Chicago
Billingsley, Ethelyn Todd	D	Macoupin	Virden
Bills, Mary Josephine	K	LaSalle	Streator
Bishop, Mary Elizabeth	J	Putnam	McNabb
Blan, Dorothy J.	B	Piatt	Cisco
Bloomster, Alice Maurine	B	Vermilion	Hoopeston
Bloomster, Elder Gretchen	F	Vermilion	Hoopeston
Boyd, Mary Edith	C	Alexander	Cairo
Bradshaw, Juanita Lois	A	Rock Island	Moline
Brannen, Bessie Louise	C	Livingston	Pontiac
Brewer, Leone Alberta	B	Champaign	Broadlands
Brewer, Mabel Marguerite	K	Morgan	Franklin
Britch, Nellie Mae	J	Vermilion	Catlin
Buchter, Velma Viola	A	Macon	Blue Mound

NAME	SECTION	COUNTY	POST OFFICE
Bullock, Neva Lorraine	B	LaSalle	Streator
Burch, Charlie	A	Cook	Chicago
Burdette, Marie	A	Cook	Chicago
Butterly, Sarah Marie	B	LaSalle	Streator
Capps, Mary Luese	J	McLean	Bloomington
Carmichael, Catherine Loura	C	Ogle	Stillman Valley
Castle, Viola Carolyn	B	McLean	Bloomington
Cazier, Mabel Irene	B	Moultrie	Sullivan
Chambers, Gertrude Lenore	F	Champaign	Sadorus
Chesebro, Ruby Maude	K	Livingston	Pontiac
Chilberg, Irene Caroline	B	Henry	Cambridge
Christenson, Helen Lucille	B	Vermilion	Danville
Cleary, Mary Madelon	B	Woodford	ElPaso
Clement, Velma Vereena	K	Kankakee	St. Anne
Clifton, Catherine Hope	C	Whiteside	Rock Falls
Coe, Lola Cothorn	C	Christian	Pana
Coleman, Dorothea Aileen	G	Kankakee	Kankakee
Compton, Mary Merne	J	Livingston	Fairbury
Connole, Margaret Elizabeth	J	Greene	Carrollton
Cooper, Marguerite Helen	C	LaSalle	Rutland
Cooper, Naomi Alice	K	Livingston	Forrest
Corneille, Sadie Wabel	K	Bureau	Princeton
Cowie, Mary Shaw	K	Macoupin	Gillespie
Craven, Alzina Clara	B	Livingston	Odell
Crihfield, Edna May	B	Logan	Atlanta
Crossman, Virginia Dare	B	Bureau	LaMoille
Curry, Fern Gabriella	A	Whiteside	Prophetstown
Curry, Lois Cornelia	B	McLean	Bloomington
Custer, Lorraine Frances	C	McLean	Bloomington
Davies, Ruth Evelyn	B	LaSalle	Streator
Dawson, Carrie Belle	A	St. Clair	East St. Louis
Decker, Iona Maye	L	Ford	Piper City
Dennis, Margaret Elizabeth	H	Macon	Decatur
Dick, Ellen Louise	K	Iroquois	Watseka
Dirks, Dorothy Doris	C	Adams	Quincy
Downey, Mary Annis	C	Marshall	Henry
Drew, Aileen Margaret	B	Lee	Dixon
Duckles, Mildred Mae	B	Macoupin	Chesterfield
Duginger, Mae Margaret	K	Logan	Middletown
DuMontelle, Gladys Emilie	B	Kankakee	Momence
Dyer, Mildred Avynel	N	Iroquois	Woodland
Ebers, Mary Matilda	B	Sangamon	Springfield
Edwards, Nannie Beatrice	C	Vermilion	Danville
Eller, Hazel Idella	B	Tazewell	Pekin
Elliott, Kathryn Faye	D	Iroquois	Chebanse
Elliott, Wilma Marie	K	Livingston	Fairbury
Evans, Bertha Elizabeth	B	Tazewell	Pekin
Everett, Maria Isabel	C	Henry	Geneseo
Faw, Linda S.	N	Woodford	Benson
Ferguson, Florence Leota	K	DeWitt	Farmer City
Fieldhouse, Bernice Jeannette	B	Peoria	Peoria
Firchau, Geneva	B	Iroquois	Milford
Fischer, Ruth Lucille	B	McLean	Chenoa
Flenniken, Gladys Wauneta	N	Shelby	Cowden
Flinspach, Kathryn Lillis	A	McLean	Bloomington
Fortner, Lucy Margaret	D	Vermillion	Potomac
Frost, Treva Agnes	B	DeKalb	Waterman
Galloway, Mary Emeline	C	Pike	Pleasant Hill
Gathman, Leta Bierbower	A	McLean	Arrowsmith
Geist, Janet Alice	B	St. Clair	Belleville
Gibson, Sybley	L	Will	Lockport
Gilmore, Martha Lorraine	H	McLean	Arrowsmith



NAME	SECTION	COUNTY	POST OFFICE
Gimpel, Dorothy Maxine	H	St. Clair	East St. Louis
Glenn, Emma Edith	K	Pike	Griggsville
Gotthardt, Evelyn Marie	B	Henry	Geneseo
Gourley, Kathleen Summers	K	Peoria	Princeville
Grady, Julia Pauline	L	DeWitt	Farmer City
Green, Hazel Anna	K	Livingston	Fairbury
Griffith, Zola Berenice	K	McLean	Bloomington
Grote, Marcella Elizabeth	K	Montgomery	Ohlman
Groves, Dorothy Belle	B	Grundy	Morris
Gudehus, Mary Catherine	D	Christian	Pana
Gullberg, Vera Marie	B	Livingston	Strawn
Hallstein, Margaret Ellen	B	Tazewell	Pekin
Hanson, Maurine Margaret	C	McLean	Normal
Harper, Doris Elinor	J	Ford	Paxton
Hasenkamper, Augusta	B	LaSalle	Streator
Hasenyager, Darlene Irene	B	Bureau	Walnut
Haynes, Grace Irene	B	McLean	LeRoy
Healy, Gladys Lillian	A	Champaign	Champaign
Heinhorst, Hattie Kathryn	J	Mason	Forest City
Heithaus, Gertrude Meta	N	St. Clair	Millstadt
Held, Stella Marie	K	Montgomery	Raymond
Hendrix, Loretta Florence	B	Hamilton	Buckingham
Henry, Mary Elizabeth	A	McLean	Bloomington
Henry, Mildred Elizabeth	A	McLean	Bloomington
Hiett, Margaret Louise	K	Tazewell	Pekin
Higgins, Rowena	F	Peoria	Peoria
Higgins, Ruth Ida	K	Tazewell	Pekin
Hills, Maxine Henrietta	N	Livingston	Cullom
Hollister, Grace Aldora	B	Iroquois	Loda
Horaney, Nola Belle	A	LaSalle	Streator
Horn, Marian Elizabeth	J	Sangamon	New Berlin
Hubbell, Edna Mae Lee	C	Vermilion	Rankin
Hunter, Beatrice Nebraska	A	St. Clair	East St. Louis
Huson, Ruth Viola	A	Cook	Berwyn
Hutson, Dorothy Nan	J	McLean	Normal
Ives, Kate L.	B	DeWitt	Clinton
Jackson, Elizabeth Rose	K	Shelby	Windsor
Jarrett, Kathleen Cecilia	A	Macoupin	Nilwood
Johnson, Dorothy Iolene	A	Vermilion	Hoopeston
Johnson, Frieda A.	J	Boone	Belvidere
Johnson, Helen Marian	J	Bureau	DePue
Jones, Laura Jeannette	A	St. Clair	East St. Louis
Jones, Shirley Jeannette	C	Kendall	Plano
Jordan, Beatrice Mae	A	LaSalle	Streator
Keller, Wilhelmina Elizabeth	A	Madison	Maryville
Kemp, Maurine Lydia	J	Marshall	Wenona
Kiley, Carta Maloney	B	McLean	Heyworth
Kinsinger, Esther Louise	F	Tazewell	Washington
Klein, Albertine Margaret	A	McLean	Ellsworth
Kohrman, Minnie Margaretha	B	Mason	Havana
Kuhle, Ruth Juanita	A	Christian	Assumption
Kukuck, Edna Dorothy	A	Kankakee	Kankakee
Kuntz, Edith Clara	B	Livingston	Strawn
Kurth, Mabel Nell	J	Logan	Atlanta
Lee, Ruth Elinor	J	Bureau	Tiskilwa
Leigh, Evelyn Mary	B	Stark	Toulon
Lemen, Linnie Oma	A	DeWitt	Clinton
Lewis, Lucile Clara	B	Livingston	Fairbury
Linn, Nona Fay	A	Shelby	Oconee
Littrell, Oevetta Bernice	K	Tazewell	Minier
Long, Dorothy Charlotte	C	Lee	Amboy
Louis, Clare Mary	J	Marshall	Henry

NAME	SECTION	COUNTY	POST OFFICE
Lutz, Helen Elizabeth	C	(Missouri)	Webster Grove
McAllister, Hannah Ellwood	B	LaSalle	Streator
McHenry, Mary Dorothy	J	Henderson	Biggsville
McKeen, Mary Libbie	K	Madison	Collinsville
McReynolds, Dorothy Jean	B	Livingston	Pontiac
Madison, Ann Etta	B	LaSalle	Grand Ridge
Mair, Audrey Catherine	F	LaSalle	Streator
Mantle, Harriet Pauline	G	McLean	Bloomington
Marshall, Lois Jeannette	B	Henderson	Stronghurst
Martin, Maude Berneice	B	Woodford	Minonk
Mason, Helen Elaine	C	Sangamon	Springfield
Mason, Lillian Thelma	K	Sangamon	Springfield
Masters, Margaret Elizabeth	K	Logan	Middletown
Mellish, Rachel Lodema	B	Sangamon	Auburn
Mellor, Ruth	K	Greene	Greenfield
Meredith, Maude	B	Sangamon	Springfield
Middleton, Ruth Bell	B	McLean	Bloomington
Miess, Georgiana E.	C	Livingston	Pontiac
Miglio, Mary Helen	A	Putnam	Granville
Miller, Bertha Theresa	C	Henry	Geneseo
Miller, Irene Mae	J	Kendall	Millington
Morrison, Jennie Catherine	A	Moultrie	Dalton City
Moss, Verma Evans	B	Douglas	Arcola
Mumma, Helen Jane	B	Champaign	Urbana
Murphy, Ada Kathryn	B	Tazewell	Delavan
Myers, Eugenia Coddington	K	St. Clair	East St. Louis
Nelson, Jeannette Estelle	B	Kane	Aurora
Nettleship, Tempa Gerhart	B	Montgomery	Hillsboro
Neumann, Jennie Fredericka	B	Tazewell	East Peoria
Newton, Mildred E.	K	Logan	Middletown
Nicholson, Elizabeth Jean	A	Henry	Kewanee
Nutter, Nellie Leigh	B	St. Clair	East St. Louis
O'Brien, Anna Elizabeth	A	DeWitt	Clinton
O'Connell, Ercel Vera	B	Vermilion	Danville
O'Malia, Mildred Gertrude	A	Winnebago	Peccatonica
O'Neal, Opal Branom	K	Sangamon	Springfield
Parker, Mildred Genevieve	A	McLean	Holder
Parkin, Elisabeth	C	Woodford	Washburn
Parks, Wilma Mae	G	McLean	Bellflower
Parrish, Cleva Ruth	G	Kankakee	St. Anne
Pierce, Rita Maxine	K	Woodford	ElPaso
Piggott, Geneva Jeannette	C	Piatt	Bement
Pilchard, Eliza Maree	A	DeWitt	Farmer City
Porter, Irene M.	B	Iroquois	Chebanse
Powel, Florence A.	B	Jersey	Jerseyville
Powers, Maysie Miriam	B	LaSalle	Streator
Pratt, Catherine	B	Cass	Virginia
Price, Audrey Anna	A	Mason	Maroa
Pritchett, Elizabeth Waller	C	Sangamon	Illioopolis
Puckett, Alma Lee	J	White	Carmi
Pulsipher, Lois Chilson	J	Livingston	Weston
Ramsey, Thelma Estelle	B	Sangamon	Springfield
Reece, Florence Lucile	C	Champaign	Urbana
Reed, Betty Maurine	B	Douglas	Newman
Reis, Marie Elizabeth	K	St. Clair	Belleville
Revell, Delia Frances	C	Iroquois	LaHogue
Rhoden, Bertha Marie	B	Cook	Morgan Park
Rhymer, Rue Marie	C	McLean	Bloomington
Rierner, Charlotte Elnora	J	Madison	Wood River
Ripley, Gladys Lillian	K	McLean	Normal
Rolf, Freda Estell	B	McLean	Chenoa
Rollings, Wilma Pauline	K	Edgar	Hume

NAME	SECTION	COUNTY	POST OFFICE
Rose, Lucinda Edna	A	Shelby	Windsor
Ruben, Ekelenia	K	Logan	Emden
Rudasill, Lois Rowena	K	DeWitt	Clinton
Sale, Laura Muriel	A	Cook	Evanston
Sawyer, Elizabeth Helen	B	Macon	Decatur
Scaggs, Marjorie Janet	A	Putnam	Putnam
Schade, Marie Emelia	A	St. Clair	Belleville
Schafer, Claudina	B	Logan	Lincoln
Scharfenberg, Grace Tina	B	McLean	Bloomington
Schmidt, Vera Leona	B	Henry	Kewanee
Schnellbacher, Marie Josephine	B	Tazewell	Mackinaw
Scott, Florence Marie	K	Macon	Decatur
Schumacher, Mildred Emma	J	Marshall	Toluca
Seeley, Vivian Leone	K	Henry	Kewanee
Seifert, Emelene Freda	B	Marshall	Washburn
Seitz, Vera Inez	N	Moultrie	Sullivan
Shaff, Jeannette Naomi	K	Piatt	Cisco
Shaw, Marian Augusta	F	Lake	Zion
Sheridan, Magdalen Virginia	C	Adams	Quincy
Shols, Eunice Florence	B	Livingston	Chatsworth
Simko, Mary Frances	K	Sangamon	Springfield
Smart, Jean Ouida	B	Macon	Maroa
Smith, Helen Journell	A	St. Clair	East St. Louis
Smith, Ruby Margaret	H	Morgan	Jacksonville
Snook, Margaret Elizabeth	A	Logan	Atlanta
Snyder, Anna Pearl	A	St. Clair	East St. Louis
Spencer, Bessie Louise	B	Peoria	Peoria
Spivey, Margaret Wells	K	(North Carolina)	Asheville
Stamm, Mildred Florence	N	Stephenson	McConnell
Stephens, Ada Fern	C	Crawford	Hutsonville
Stevenson, Mary Adeline	J	Henderson	Bigsville
Stewart, Margaret	K	Montgomery	Nokomis
Stewart, Olive	B	Peoria	Princeville
Stewart, Virginia Mary	B	St. Clair	Marissa
Stivers, Edna Christelle	K	Lawrence	Lawrenceville
Stoevener, Marie Anna	B	Montgomery	Raymond
Stone, Bernice	A	DeWitt	Clinton
Stone, Florence May	K	Logan	Atlanta
Stoner, Lucille Vivian	D	Carroll	Shannon
Strode, Margaret Otylia	C	Champaign	Champaign
Stubblefield, Mariam Sue	H	Macon	Decatur
Sullivan, Louise Mary	A	Will	Joliet
Sulzberger, Hirrele Matilda	B	LaSalle	Ransom
Swanson, Birdie Sweetland	A	Peoria	Peoria
Swanson, Florence Elizabeth	K	Henry	Lynn Center
Syfert, Blanche	K	Macon	Decatur
Sykes, Mildred Sarah	B	Iroquois	Sheldom
Terry, Opal Bader	K	Kankakee	Kankakee
Terry, Virginia Mildred	K	Menard	Petersburg
Thompson, Lucille Veva	K	Piatt	Lintner
Tilton, Cora Alice	A	St. Clair	East St. Louis
Tunks, Olyve Lucile	B	Marion	Centralia
Turl, Gladys Irene	N	Peoria	Elmwood
Turner, Lois Mary	B	Cook	Fairview
Tuttle, Dorothy Alice	B	McLean	Normal
Vance, Louise	H	DeWitt	Clinton
Vandaveer, Elta Margeine	J	Greene	Greenfield
Van Dettum, Mabel Josephine	G	Peoria	Mapleton
Van Duesen, Helen Adeline	C	Lake	Waukegan
Waggoner, Mildred Odelia	K	Pike	Pleasant Hill
Walker, Olive Amanda	C	Scott	Bluffs
Walker, Quintilla	A	St. Clair	Lovejoy

NAME	SECTION	COUNTY	POST OFFICE
Wallace, Ferne Maxine	A	McLean	Normal
Wallace, Ruth	A	McLean	Colfax
Wallen, Sula Susan	B	McLean	Bellflower
Walsh, Juel Elizabeth	B	LaSalle	Streator
Ward, Ardella E.	A	Ogle	Rochelle
Washburn, Eleanor Margaret	C	Ogle	Stillman Valley
Watkins, Guadalupe Salina	A	Woodford	ElPaso
Way, Melvina Elizabeth	C	Livingston	Dwight
Weaver, Evelyn Marie	K	Stephenson	Freeport
Webb, Edna Blanche	J	Douglas	Arthur
Webster, Minnie Rebecca	B	Champaign	Fisher
Weingartner, Margaretta Ruth	J	St. Clair	East St. Louis
Weiss, Verelda Mary	F	Bond	Pierron
Welch, Martha Grace	C	Macoupin	Bunker Hill
Wendt, Roberta Louise	C	Rock Island	Port Byron
Williams, Marie Louisa	A	Madison	Alton
Williams, Thelma Ilene	J	Sangamon	Illioopolis
Williams, Wilma Eleanor	D	Greene	Carrollton
Willy, Mary Jane	A	Roberts	Ford
Wilson, Alice Mayre	K	McLean	Normal
Wilson, Florence A.	C	McLean	Arrowsmith
Wilson, Florence Lucille	J	(Ohio)	Akron
Wilson, Gladys Greyl	N	(Indiana)	Ambia
Wilson, Marjorie	G	McLean	Normal
Winebrenner, Rachel Isabel	A	Stephenson	Freeport
Winsor, Dorothy Evelyn	C	Grundy	Morris
Wittrock, Alma Martha	B	Logan	Mt. Pulaski
Wood, Louise Cecelia	A	St. Clair	East St. Louis
Wunsch, Florence Elizabeth	B	Livingston	Pontiac
Anderson, Millard Orvin	K	Ford	Elliott
Armstrong, Jesse Eugene	K	McHenry	Algonquin
Baldwin, L. Ivan	E	Vermilion	Catlin
Barber, Robert Barton	K	McLean	Normal
Barclay, Robert William	E	Macon	Argenta
Blatt, Luther Gilkerson	L	Will	Elwood
Brewer, Joseph Arthur	A	Vermilion	Danville
Bryan, Earl Scott	E	McLean	Heyworth
Cade, Carroll Burton	J	McLean	Normal
Cork, Willow Andrew	A	St. Clair	Lovejoy
Coursey, Harry	E	McLean	Normal
Craig, Wilbar Alexander	K	Macoupin	Gillespie
Dillon, Roy Richard	K	Stark	Toulon
East, Roy Donald	K	Piatt	Hammond
Fisher, Homer Cleo	E	Tazewell	Hopedale
Frohardt, Waldo Emerson	E	Madison	Granite City
Gambrel, Frank Bloye	J	DeWitt	Tabor
Glasgow, Arthur	K	McLean	Normal
Graack, George William	K	Woodford	ElPaso
Grant, Lester James	M	Macoupin	Gillespie
Haag, Everett LeRoy	J	Livingston	Cullom
Henebry, James Everett	J	Piatt	Lintner
Hovious, Roy Robert	I	Vermilion	Danvers
Kendall, Kenton Augustus	K	Christian	Harvel
Hoehler, Freeman A.	I	Edwards	West Salem
Koors, Louis Joseph	K	Wayne	Fairfield
LaFief, John William	K	Crawford	Oblong
Lanternman, Verne Forrest	K	Logan	Elkhart
McConnell, Gerard Leonard	K	Vermilion	Danville
Madix, Edward Glen	J	Iroquois	Loda
Martin, Charles Herman	J	Moultrie	Sullivan
Maurer, Jesse John	K	McLean	Meadows
Miller, Clarence	K	Logan	Atlanta



NAME	SECTION	COUNTY	POST OFFICE
Monk, Joseph Allen	K	Woodford	Benson
Obourn, Glen Harold	J	Christian	Assumption
Parrill, Irwin Homer	I	Marion	Kinmundy
Phelps, Orson Murriel	K	Macon	Mt. Zion
Reece, Wilbur Taylor	K	McLean	Normal
Riedel, Oswald Henry	K	St. Clair	Millstadt
Rutherford, Joseph Carroll	K	Macon	Mt. Zion
Ryan, Everette Matthias	K	DeWitt	Wapella
Sager, Frank	K	Logan	Mt. Pulaski
Sartain, Bruce Wayne	K	McLean	LeRoy
Scott, Wayne William	G-E	McLean	Cooksville
Striegel, Louis Eugene	G-E	Kankakee	St. Anne
Valentine, Ira Peyton	K	Macon	Decatur
Webb, Charles Rudolph	J	Cook	Chicago
Wilett, Mervel Arewine	K-P	Fayette	Shobonier

## SUMMARY OF ATTENDANCE

Twelve Months Ending June 11, 1930

### I Enrollment by Curriculum, Fall, Winter, Spring

	1st yr.	2nd yr.	3rd yr.	4th yr.	Men	Women	Total
A .....	85	37	.....	.....	12	112	134
B .....	156	64	.....	.....	.....	220	220
C .....	54	43	.....	.....	.....	97	97
D .....	12	14	.....	.....	2	24	26
E .....	17	7	7	2	33	.....	33
F .....	14	13	1	.....	4	24	28
G, GE .....	37	23	.....	.....	29	31	60
H .....	23	17	6	8	.....	54	54
I, EI .....	10	3	1	.....	14	.....	14
J .....	79	48	10	.....	30	107	137
K .....	176	102	77	113	212	256	468
K-P .....	8	3	2	3	16	.....	16
L .....	3	.....	6	3	1	11	12
M .....	2	2	1	.....	5	.....	5
N .....	98	11	.....	.....	11	98	109
					369	1035	1404
II. Senior College Graduates—Degrees .....					68	74	142
Junior College Graduates—Diplomas .....					47	310	357
III. First Summer half-term, 1929 .....					344	1933	2277
Second Summer half-term, 1929 .....					227	696	923
Different summer students .....					.....	.....	2593
Students enrolled only in Summer School .....					.....	.....	1498
Mid-spring, 1930 .....					38	314	352
Different Resident College Students for year .....					.....	.....	3916
IV. High-school Pupils on campus .....					123	137	260
Elementary school pupils on campus .....					206	140	346
Kindergarten pupils on campus .....					33	41	74
Total attendance on campus .....					.....	.....	4596
V. Extension classes, college students .....					110	534	644
Correspondence college students .....					34	297	331
Pupils at Soldiers' Orphans' Home .....					315	243	558
Pupils in Rural Schools .....					106	88	194
Grand total students and pupils instructed by I. S. N. U. ....							6323

# TEACHERS COLLEGE

Attendance by Counties June 1929-June 1930

Adams .....	12	Marshall .....	43
Alexander .....	3	Mason .....	53
Bond .....	6	Massac .....	1
Boone .....	1	Menard .....	48
Bureau .....	52	Mercer .....	1
Calhoun .....	5	Monroe .....	4
Carroll .....	6	Montgomery .....	62
Cass .....	33	Morgan .....	27
Champaign .....	71	Moultrie .....	38
Christian .....	81	Ogle .....	14
Clark .....	2	Peoria .....	59
Clay .....	4	Piatt .....	55
Clinton .....	10	Pike .....	54
Coles .....	9	Pulaski .....	3
Cook .....	53	Putnam .....	21
Crawford .....	10	Randolph .....	2
DeKalb .....	2	Richland .....	6
DeWitt .....	97	Rock Island .....	14
Douglas .....	34	Sangamon .....	119
DuPage .....	4	Schuyler .....	4
Edgar .....	6	Scott .....	7
Edwards .....	4	Shelby .....	34
Effingham .....	3	Stark .....	26
Fayette .....	22	St. Clair .....	89
Ford .....	107	Stephenson .....	18
Franklin .....	9	Tazewell .....	134
Fulton .....	18	Vermilion .....	142
Greene .....	66	Wabash .....	20
Fruindy .....	53	Warren .....	5
Hamilton .....	3	Wayne .....	11
Hancock .....	5	White .....	3
Hardin .....	1	Whiteside .....	16
Henderson .....	13	Will .....	64
Henry .....	52	Winnebago .....	27
Iroquois .....	154	Woodford .....	44
Jasper .....	5	Arizona .....	2
Jefferson .....	7	Connecticut .....	1
Jersey .....	13	Idaho .....	1
JoDaviess .....	6	Indiana .....	6
Kane .....	13	Iowa .....	5
Kankakee .....	89	Kansas .....	1
Kendall .....	13	Kentucky .....	2
Knox .....	20	Michigan .....	1
Lake .....	18	Minnesota .....	1
LaSalle .....	120	Missouri .....	9
Lawrence .....	30	Montana .....	1
Lee .....	14	North Carolina .....	1
Livingston .....	226	Ohio .....	4
Logan .....	96	Oklahoma .....	2
McDonough .....	2	Pennsylvania .....	1
McHenry .....	2	South Dakota .....	2
McLean .....	601	Tennessee .....	1
Macon .....	109	Texas .....	1
Macoupin .....	115	West Virginia .....	1
Madison .....	80	Wisconsin .....	1
Marion .....	13	Peru .....	1

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In all 91 Illinois Counties and 21 other states are represented. The foregoing list includes resident students only.



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